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ABSTRACT

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledges/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 2 tasks common to the distribution occupational cluster, 22 tasks for six selected entry occupations in the material handling subcluster, and 31 tasks for eight selected entry occupations in the retailing subcluster. (SA)

Cluster Guide

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An Instructional Resource Guide to Enhance Cooperative Vocational Education / Special Education Teaching

Distribution
EP 091 543

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PREFACE

This teacher's guide is one of a series of publications focusing upon the occupational preparation of persons with special education needs. It is intended to be used jointly by concerned teachers as they work collectively to serve students with unique educational problems. Developed and tested by cooperating teachers, these materials represent the culmination of three years of intensive listening, communication, cooperation, and positive action between vocational and special education teachers. If the exciting ideas in these pages are actively and cooperatively implemented, the impact upon our young people could well be tremendous.

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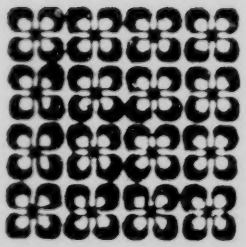


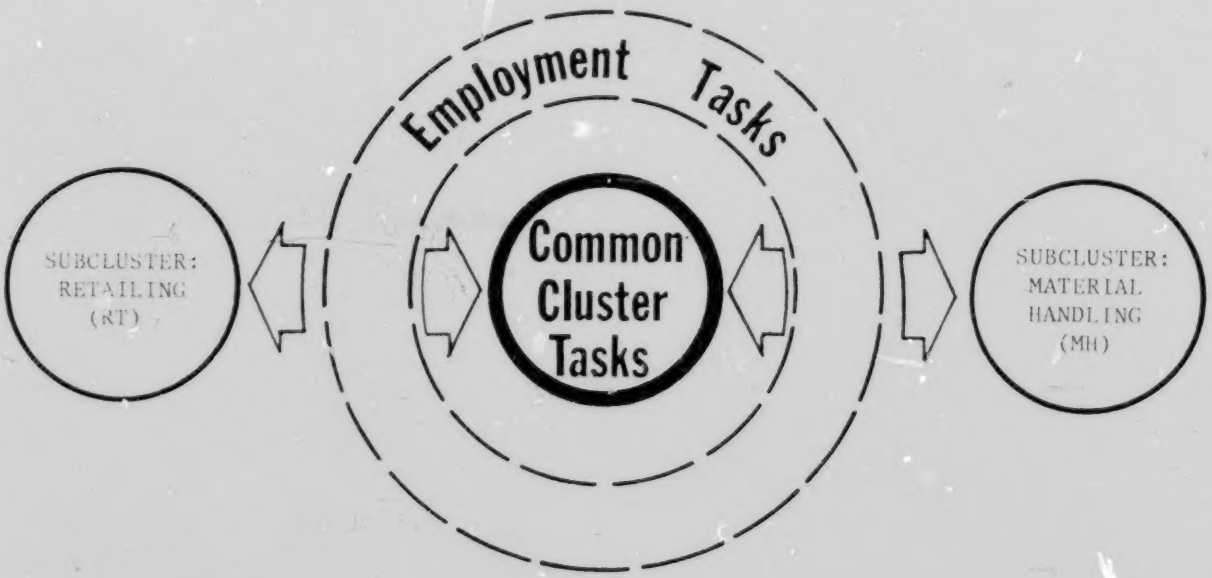
TASK ANALYSIS INFORMATION

DISTRIBUTION CLUSTER

- CLUSTER ORGANIZATION
- CLUSTERED OCCUPATIONS
- DICTIONARY OF OCCUPATIONAL TITLES
- CLUSTER COMMONALITY ANALYSIS
- SUBCLUSTER COMMONALITY ANALYSIS: MATERIAL HANDLING
- SUBCLUSTER COMMONALITY ANALYSIS: RETAILING

CLUSTER ORGANIZATION

DISTRIBUTION CLUSTER (DST)



CLUSTERED OCCUPATIONS

CLUSTER: DISTRIBUTION

OE PROGRAM CODE	SUBCLUSTER TITLE	D.O.T.	OCCUPATIONAL TITLES
04.06	Material Handling	*829.867	Material Handler
04.08		929.137	Yardman
04.11		922.887	Laborer, Stores
04.19		292.887	Salesman, Driver-Helper
04.20		919.883	Deliveryman
		*329.478	Receiving Room Clerk
04.02	Retailing	*260.458	Salesperson, Flowers
04.05		*299.887	Stock Girl, Women's Apparel
04.06		*299.468	Cashier-Checker
04.08		299.587	Bakery Girl
04.16		920.887	Bagger
		*211.468	Cashier
		289.458	Salesperson, General
		*915.867	Auto Service Station Att'd.

*Key Analysis Occupation

DICTIONARY OF OCCUPATIONAL TITLES

The following is a list of occupational descriptions taken from the third edition (1965) of the Dictionary of Occupational Titles. These represent the key analysis occupations for the Distribution Cluster.

Each occupational title represents an entry-level occupation which is generally available (in demand) across the state of Michigan at the present time. However, teachers and curriculum planners must carefully study the generalizability of this information/data to their specific community. Local or regional manpower information and data must be carefully reviewed and analyzed in making decisions related to local vocational program offerings and specific curriculum or course content.

329.478 *RECEIVING ROOM CLERK* Receives and delivers or forwards packages, baggage, freight, and other items for hotel guests: Accepts packages, baggage and other articles for hotel guests from delivery men and keeps record of items received. Delivers or arranges for delivery of parcels to guests. Writes notices of receipt of articles to be placed in guests' mailboxes when unable to deliver them. Wraps packages for mailing, prepares baggage and other items, and mails or makes arrangements to ship them. Forwards items to departed guests or returns them to sender. Arranges for cleaning, laundering, and repairs of guests' clothing and other items. Computes charge slips for services rendered to guests and forwards them to bookkeeping department.

299.468 *CASHIER/CHECKER* Itemizes and totals customer's purchases in self-service grocery or department store, using cash register: Reviews price sheets to note price changes. Records price on cash register. Collects money from customer and makes change. May stock shelves, weigh items, bag merchandise, and issue trading stamps.

260.458 *SALESPERSON, FLOWERS (Florist Helper)* Sells natural and artificial flowers, potted plants, floral pieces, and accessories. Advises customer regarding types of flowers, floral arrangements, and decorations desirable for specific occasions, utilizing knowledge of social and religious customs. Arranges display of flowers and decorative accessories, such as vases and ceramics. Refers to local directories and newspapers to verify information, such as addresses where flowers are to be delivered and time and place of funerals and other occasions. Contacts florists in other communities by telegraph or telephone to place orders for out-of-town delivery. May design and make up corsages, wreaths, sprays, and other floral decorations.

929.887 *MATERIAL HANDLER (MATERIAL HANDLER/LABORER)* Loads, unloads, and conveys materials within or near plant, yard, or worksite performing any combination of the following duties, under specific instructions: Reads work order or follows supervisor's direction to ascertain materials or containers to be moved. Opens containers with steel cutters, crowbar, clawhammer, or other hand-tools. Counts and weighs materials or containers and records information on form. Loads and unloads materials onto or from pallets, trays, racks, conveyors, furnaces, and machines by hand. Loads materials into vehicles and installs strapping, bracing, or padding to prevent shifting or damage in transit, using handtools. Conveys materials from storage to designated area or between workers or departments, using wheelbarrow, handtruck, electric dolly, elevator, industrial truck, or other device. Secures lifting attachments to materials and conveys load to destination, using floor-operated crane or hoist, or signals crane or hoisting operators to move load to destination. Records number of units of materials moved or handled on daily production sheet. Attaches identifying tags or labels to materials or marks information on cases, bales, or other containers. Loads truck for Industrial-Truck Operator. Stacks or assembles materials into bundles and bands bundles together, using banding machine and clincher. Clamps together sections of portable conveyor or places conveyor sections on blocks or boxes. Tends movable conveyor system or opens chutes to load loose materials, such as rock, sand, ore, chemicals, and coke, into railway cars and motortrucks. Removes samples of materials, labels them with identifying information, and takes samples to laboratory for analysis. Aids machine operators by lifting heavy objects by hand or by use of power hoist, and cleaning work areas, machines, and equipment, using broom, rags, and cleaning compounds. Aids in making simple adjustments or repairs, such as realining belts or replacing rollers. Assembles crates to contain products, such as machines or vehicles, using hand-tools and precut lumber. Shovels loose materials, such as metals, plastics, chemicals, or small parts, into machine hoppers, and sand, gravel, sawdust, and metal chips into vehicles and containers, such as wheelbarrows, scrap truck, or barrels. Loads and unloads powdered materials, such as flour or fertilizer, into vehicles or containers, using suction hose, screw or bucket conveyor, or drag shovel. Releases gates of vehicles, such as ore cars or dump trucks, to dump materials into chutes, bins, hoppers, or conveyors. Operates platform lift to dump materials from truck.

299.887 *STOCK GIRL, WOMEN'S APPAREL [STOCK GIRL (apparel)]* Replaces garments tried on by customers: Gathers garments from stock counters, dressing rooms, or sales personnel. Refastens belts, buttons, and zippers. Refolds garments, replaces them in boxes, or places them on hangers and hangs on rack. May sew on missing and loose buttons, hooks, and loops. May account for garments tried on by customers and be designated

299.887 *STOCK GIRL, WOMEN'S APPAREL [STOCK GIRL (apparel)]*, continued. Checker, Fitting Room.

211.468 *CASHIER* Receives cash from customers or employees in payment for goods or services and records amounts received: Recomputes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals on cash register and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customers for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps. Usually employed in restaurants, cafeterias, theaters, retail stores, and other establishments. May be designated according to nature of establishment.

915.867 *AUTO-SERVICE-STATION ATTENDANT* Services automobiles, buses, trucks, and other automotive vehicles with fuel, lubricants, and accessories: Fills fuel tank of vehicles with gasoline or diesel fuel to level specified by customer. Observes level of oil in crankcase and amount of water in radiator, and adds required amounts of oil and water. Adds necessary amount of water to battery, and washes windshield of vehicle. Lubricates vehicle and changes motor oil (Lubrication Man). Replaces accessories, such as oil filter, air filter, windshield-wiper blades and fan belt. Installs antifreeze and changes spark plugs. Repairs or replaces tires (Tire Repairman). Replaces lights, and washes and waxes vehicle. Collects payment for services and supplies in cash or by completing credit card sales form. May adjust brakes (Brake Adjuster). May sell batteries and automobile accessories usually found in service stations. May assist in arranging displays, taking inventories, and making daily reports.

CLUSTER COMMONALITY ANALYSIS

DISTRIBUTION CLUSTER

COMMON CLUSTER TASKS

SUBCLUSTERS (DST)

INSTRUCTIONAL TASK MODULES		MATERIAL HANDLING	RETAILING
CT01	Use the telephone correctly and efficiently	x	x
CT02	Interpret transportation rate scales	x	o

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS

MATERIAL HANDLING

INSTRUCTIONAL TASK MODULES	MATERIAL HANDLER	YARDMAN	LABORER, STORES	SALESMAN, DRIVER-HELPER	DELIVERYMAN	RECEIVING ROOM CLERK
MH01 Take and maintain inventories	x	x	x	o		x
MH02 Mark and/or remark goods	o	o	x	x		x
MH03 Check incoming shipments	x	x	x			x
MH04 Fill a stock order	x	x	x	x	x	
MH05 Select appropriate shipping containers	x	x	x		x	
MH06 Pack merchandise for shipment	x	x	x		x	
MH07 Weigh a shipment	x	x	x			
MH08 Mark a shipment	x	x	x			
MH09 Use loading ramps	x	x	x	x		
MH10 Use handtrucks	x	x	x	x	x	
MH11 Operate fork lift carriers	x	x	x	o		
MH12 Set-up and operate conveyors	x	x	x	o		
MH13 Load rail shipments	x	x	x			
MH14 Load motor carriers	x	x	x	x	x	
MH15 Handle and store building materials	x	x	x			
MH16 Use measurement and layout tools	x	x	x			
MH17 Use saws	x	x	x			
MH18 Select and wear appropriate personal safety equipment	x	x	x			x
MH19 Recognize safety color designations	x	x	x			x

SELECTED ENTRY OCCUPATIONS

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS

MATERIAL HANDLING

INSTRUCTIONAL TASK MODULES	MATERIAL HANDLER	YARDMAN	LABORER, STORES	SALESMAN, DRIVER-HELPER	DELIVERYMAN	RECEIVING ROOM CLERK
	SELECTED ENTRY OCCUPATIONS					
MH20 Develop and maintain safety consciousness	x	x	x	x	x	o
MH21 Operate safety equipment	x	x	x			
MH22 Report and/or record accidents	x	x	x			x

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS

RETAILING

SELECTED ENTRY OCCUPATIONS

INSTRUCTIONAL TASK MODULES	SALESPERSON, FLOWERS	STOCK GIRL, WOMEN'S APPAREL	CASHIER-CHECKER	BAKERY GIRL	BAGGER	CASHIER	SALESPERSON, GENERAL	AUTO SERVICE STATION ATT'D.
RT01 Write out sales checks	x	x	x	x		x	x	o
RT02 Handle cash sales transactions	x	x	x	x		x	x	x
RT03 Handle layaway sales transactions	x	x				x	x	
RT04 Handle credit card transactions	x	x	x	x		x	x	x
RT05 Bag and wrap merchandise	o	x	x	x	x	x	x	
RT06 Operate a cash register	x	x	x	x	o	x	x	x
RT07 Make change	x	x	x	x	o	x	x	x
RT08 Receive checks for payment of merchandise	x	x	x	x	o	x	x	x
RT09 Handle cash refunds to customers	x	x	x	x		x	x	x
RT10 Balance cash fund and cash register	x	x	x	x		x	x	x
RT11 Use props in displays	o	x			x		x	o
RT12 Dress mannequins		x					x	
RT13 Prepare point-of-purchase advertising	o	x	x		o		x	x
RT14 Plan display signs and show cards		o	x	o		o	x	x
RT15 Prepare type-set signs and show cards		x		o			x	o
RT16 Prepare hand-lettered signs and show cards		x			x		x	x
RT17 Set-up point-of-purchase displays	x	x			x		x	x
RT18 Construct display floor coverings	o	o					x	

x - essential
o - desirable

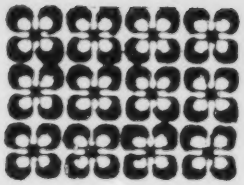
SUBCLUSTER COMMONALITY ANALYSIS

RETAILING

SELECTED ENTRY OCCUPATIONS

INSTRUCTIONAL TASK MODULES	SALESPERSON, FLOWERS	STOCK GIRL, WOMEN'S APPAREL	CASHIER-CHECKER	BAKERY GIRL	BAGGER	CASHIER	SALESPERSON, GENERAL	AUTO SERVICE STATION ATT'D.
RT19 Construct display backgrounds	o	x		x			x	
RT20 Build mass displays			o		x		x	x
RT21 Assist in preparing interior displays	x	x	o		x		x	x
RT22 Assist in preparing window displays	x	x	o	o	x		x	x
RT23 Decorate a flowering pot plant	x							
RT24 Identify common cut flowers	x							
RT25 Identify common flowering pot plants	x							
RT26 Receive and invoice garments		x						
RT27 Interpret alteration tags and markings		x						
RT28 Lubricate vehicle chassis and change engine oil and filter								x
RT29 Mount, balance, and rotate tire								x
RT30 Install auto accessories								x
RT31 Wash and wax cars								x

x - essential
o - desirable



INSTRUCTIONAL TASK MODULES

DISTRIBUTION CLUSTER

- COMMON CLUSTER TASKS
- SUBCLUSTER: MATERIAL HANDLING
- SUBCLUSTER: RETAILING

COMMON CLUSTER TASKS

INSTRUCTIONAL TASK MODULES

CT01 Use the telephone correctly and efficiently

CT02 Interpret transportation rate scales

COMMON CLUSTER TASKS

Code: DST - CT01

TASK: Use the telephone correctly and efficiently

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. demonstrate the following techniques for using the telephone:
   a. when originating calls
      1) plan the call
      2) look up the number
      3) dial carefully
      4) identify yourself promptly
      5) state purpose clearly
      6) close call in pleasant manner.
   b. when receiving calls
      1) answer promptly
      2) identify yourself
      3) respond to inquiries
      4) take appropriate notes
      5) verify important details
   c. when answering for others
      1) answer promptly
      2) identify yourself
      3) advise if person is unavailable
      4) offer to help on transfer call
      5) obtain caller's name and number
      6) record message accurately
   d. when handling complaints
      1) listen carefully, let caller talk
      2) express interest and understanding
      3) avoid "buck passing"
      4) take careful notes
      5) maintain your poise
      6) undertake required action.

Instructional Methods

- Teacher demonstrates and students return demonstration on use of telephones.
- Students role play phone conversations using simulated phones.
- Students arrange and conduct field trip to telephone offices.
- Students from secretarial program speaker to class on the techniques of using the phone.
- Teacher gives assignments via the simulated phone set-up.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,4,7,8	The Teletrainer Simulator	2	2
	"Telephone Manners"	8	17
NUMBERS B 1,2a,b			
APPLICATION C 4,5,6,8,9			1
PHYSICAL D 1a,b,c,d, 3c			

COMMON CLUSTER TASKS

Code: DST - CT01 TASK: Use the telephone correctly and efficiently

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Stress importance of good communication skills. • Practice on phone call pads. • Demonstration of correct and incorrect procedures to highlight importance of correctness.
Communication Receiver Mouthpiece Transfer Message "Return your call" Verify/Confirm	Number and letter association i.e. NA9=629 Penmanship in writing messages Use of phone directory	

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Interpret transportation

Code: DST - CT02

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : 1. interpret transportation rate scales for: a. package weight b. classification of material c. distance/zone in which to be traveled.	• Teacher provides a demonstration on how to read and interpret different rate scales. • Teacher designs a simple case which teaches the techniques of reading a rate scale. • Students collect copies of rate scales from various community's businesses. • Students review appropriate sections of illustrated text.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9	Materials Handling	13	9
NUMBERS B 2a,b,4b	sample rate scales	1	
APPLICATION C 3,4,6,8,9, 5?			
PHYSICAL D 2a			

COMMON CLUSTER TASKS

Code: DST - CT02 TASK: Interpret transportation rate scales

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).
Special service Girth Length Width Block system (REA) COD FOB (Shipping point) FOB (Destination) Valuation of shipment Uniform freight classification EOM (End of month) ROG (Receipt of goods)	Interpret rate/100 Package weights Zoning rates (distance)	
Supportive Instructional Materials:		

MATERIAL HANDLING

INSTRUCTIONAL TASK MODULES

MH01 Take and maintain inventories

MH02 Mark and/or remark goods

MH03 Check incoming shipments

MH04 Fill a stock order

MH05 Select appropriate shipping containers

MH06 Pack merchandise for shipment

MH07 Weigh a shipment

MH08 Mark a shipment

MH09 Use loading ramps

MH10 Use handtrucks

MH11 Operate fork lift carriers

MH12 Set-up and operate conveyors

MH13 Load rail shipments

MH14 Load motor carriers

MH15 Handle and store building materials

MH16 Use measurement and layout tools

MH17 Use saws

MH18 Select and wear appropriate personal safety equipment

MH19 Recognize safety color designations

MH20 Develop and maintain safety consciousness

MH21 Operate safety equipment

MH22 Report and/or record accidents

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 2

TASK: Take and maintain inventories

Code: DST - MH01

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify by name and describe the different types of inventories:
   a. perpetual inventory
   b. physical inventory
   c. partial inventory
   d. spot inventory.

2. describe the basic importance of inventory.

3. describe the different media for a perpetual inventory:
   a. stock record cards
   b. bin tickets
   c. stock requisitions
   d. automated inventory (keypunch cards).

4. demonstrate the procedure for registering and recording the perpetual stock level.

5. describe and complete a basic physical inventory:
   a. total stock count once per year and on an inventory
      1) merchandise description
      2) stock number
      3) quantity on hand
      4) unit cost price
      5) extension.

Instructional Methods

- Students and teacher role play the techniques for bending and lifting properly.
- Students view film on Safety in Bending.
- Students collect and fill in sample inventory sheets, stock record cards, bin tickets, stock requisition sheets, and keypunch cards.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,8,9	Sample materials	1	
NUMBERS B 2,4b,5	"Safety at Work"	5	1
	Physical Distribution	13	9
APPLICATION C 2,3,4,6,8	Materials Handling	13	9
	Materials Handling	13	9
	Receiving, Checking, & Marking	13	9
PHYSICAL D 1a,b,c,d, 2a,2c			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH01 TASK: Take and maintain inventories

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Physical inventory Perpetual inventory Inventory control Stock shrinkage Stock record cards Automated inventory Requisitions Stock order Emergency order Purchase order	Stress accuracy and its importance

Suggestions:

- Develop a tagging system for visually impaired students (Braille or large print).
- Encourage blind student to graciously accept help from others in learning this task.
- Teacher and deaf student should cooperatively develop some simple signs related to language of the task.

Supportive Instructional Materials:

Stock Record Cards
Inventory Sheets
Clip Boards

SUBCLUSTER: MATERIAL HANDLING

Sheet 2 of 2

TASK: Take and maintain inventories

Code: DST - MH01 cont.

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 6. describe and complete a basic spot inventory: a. one section of stock is counted in spot checking. If discrepencies occur, a complete inventory is taken. 7. describe and complete a partial inventory a. a partial method of periodically checking a portion of the total inventory.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Supportive Instructional Materials:		

SUBCLUSTER: MATERIAL HANDLING

TASK: Mark and/or remark goods

Code: DST- MH02

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe the following marking information:
   a. cost price
   b. size
   c. data received
   d. manufacturer or wholesales
   e. additional information
      1) style number
      2) selling department
      3) fabric
      4) seasonal letters

2. collect pricing information from invoice.

3. identify the basic types of price tickets:
   a. pin tickets
   b. pressure labels
   c. string tickets
   d. print-punch
   e. handwritten.

4. demonstrate the appropriate methods and operations of ticket printing and marking:
   a. electric label machines
   b. mechanical hand machines
   c. electronic data processing
   d. rubber stamp
   e. crayon or grease pencil.

Instructional Methods

- Students organize a field trip to local businesses where different marking procedures are used.
- Teacher matches successful students who are interested in helping those having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Students review illustrated materials.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 8,9	Sample bin tickets, pressure labels, string tickets, and invoice sheets	1	
NUMBERS B 2a	Physical Distribution	13	9
	"Stocking, Marking, & Displaying"	4	13
APPLICATION C 2,5,6	Materials Handling	13	9
PHYSICAL D 1a,b,c,d, 2a/b			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH02 TASK: Mark and/or remark goods

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Pin tickets Pressure labels String tickets Rubber stamp marking Grease pencil marking Remarking	Cost code Selling price Size	• Develop a tagging system for visually impaired student (braille or large print). • Give the blind student ample time for accumulating finger knowledge. Instructor must aid student in moving fingers for gathering information. • Teacher and deaf student should cooperatively develop some simple signs related to language of the task. • Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.

Supportive Instructional Materials:

Tickets
Pencils
Ticket information

SUBCLUSTER: MATERIAL HANDLING

Sheet 2 of 2

TASK: Mark and/or remark goods

Code: DST - MH02 cont.

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 5. demonstrate the procedure for remarking goods: a. insert a new or corrected ticket b. mark prices up or down by hand.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 1

TASK: Check incoming shipments

Code: DST - MH03

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify by name the different methods of checking incoming shipments: a. direct check b. blind check c. spot check d. quality check. 2. describe the procedures and purpose for conducting each of the above checks. 3. demonstrate the basic procedure for preparing the receiving record: a. complete quality and/or quantity checks b. check original purchase order against shipper's invoice c. check appropriate disposition: 1) pay 2) damaged goods received 3) shipment incomplete 4) more merchandise received than ordered 5) wrong goods received.	• Teacher and students role play and demonstrate proper techniques of lifting, bending, stacking, etc. • Students view filmstrip and illustrated text materials. • Student works in teams checking in shipments of materials in the school receiving room. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,8,9	Sample packing slip, purchase order, receiving record	1	
NUMBERS B 2a,b,4b,c,5	"Safety at Work" - filmstrip	5	1
APPLICATION C 3,5,6,8	Materials Handling	13	9
PHYSICAL D 1c,d,2c			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH03 TASK: Check incoming shipments

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Direct check Blind check Spot check Quality check Receiving report Receiving apron Invoice Packing list	Stress the importance of being positive that the materials received are in agreement with the packing slip. Interpret packing slip information: Data of shipment No. of packages in shipment Quantities Description	• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual). • Develop a tagging system for visually impaired student (braille or large print). • Provide many tactile and hearing experiences for the blind student to reinforce task knowledges/skills.

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 1

TASK: Fill a stock order

Code: DST - MH04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will :

1. demonstrate the following basic procedures for filling stock orders:
   a. collect items by cart, hand, or fork-lift truck following a location/storage code
   b. check bin numbers and aisle numbers on materials
   c. fill order accurately
   d. mark "os" (out-of-stock) on requisition if unavailable
   e. have order checked against stock by another employee at assembly area
   f. send order to shipping area
   g. have foreman check back against out-of-stock items.

Instructional Methods

- Teacher or paraprofessional demonstrates using requisition and order forms.
- Students view filmstrip/record an illustrated text materials.
- Students practice filling simulated stock orders from teacher prepared requisition order forms.
- Teacher concentrates his effort with students having difficulty.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3	Requisition and order forms	1	
NUMBERS B 2	Fork lift truck	1	
	"Stocking, Marking, and Displaying"	14	13
APPLICATION C 3,5,6	Materials Handling	13	9
PHYSICAL D 1b,2d,3b,c,f,g			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH04 TASK: Fill a stock order

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Stock requisition Purchase order register Packing slip Purchasing department Accounting department Purchase requisition Purchase order number Purchase order Back order	Read and interpret the quantity price extensions.	• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual). • Develop a tagging system for visually impaired student (braille or large print).

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

TASK: Select appropriate shipping containers

Code: DST - MH05

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe the primary box selection criteria: a. product size b. product weight c. product value d. distance to be transported. 2. interpret specific box testing characteristics of a specific box: a. bursting strength test b. puncture test. 3. describe the consequences of improper box selection: a. too large 1) product shifting and damage b. too small 1) no room for cushioning material 2) break open in shipment.	• Students review appropriate portions of the illustrated text. • Students organize and conduct a field trip to shipping department of local manufacturing plant to view the use of different shipping containers. • Teachers discuss the section of shipping containers for a variety of products.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6	Materials Handling	13	9
NUMBERS			
APPLICATION C 5,6,8			
PHYSICAL D 1d,2a/c			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH05 TASK: Select appropriate shipping containers

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Corrugated fiberboard Single-faced corrugated fiberboard Single-wall corrugated fiberboard Double-wall corrugated fiberboard Filler	Size and weight comparison	• Provide many tactile and hearing experiences for the blind student to reinforce task knowledges/skills. • Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to the individual). • Discuss possible financial classes incurred by companies because of using unappropriate containers.

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 2

TASK: Pack merchandise for shipment

Code: DST - 78106

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. demonstrate the basic procedure for checking the order with an invoice copy: a. check the goods description against the invoice b. count the number of items in the box against invoice total c. check goods for damage d. if any errors are located have them corrected e. sign name on packing-slip copy of invoice. 2. select the appropriate inner packing material for: a. heavy articles b. light articles. 3. demonstrate the basic techniques or procedures for packing: a. small fragile items b. large fragile items c. several items in one box d. gift items e. soft goods (clothing) f. bulky goods. 4. demonstrate the basic procedures and techniques for closing boxes.

Instructional Methods

- Teacher and/or resource person (local material handler) provides a demonstration of the basic packing procedures using a variety of different sizes and types of merchandise.
- Students role-play and redemonstrate the procedures for packing different types of merchandise.
- Class organizes a field trip to local shipping outlets to view packing procedures.
- Teacher encourages small peer group cooperation and interaction.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE	Material Handling	14	9
NUMBERS	"Safety at Work"	5	1
	sample merchandise	1	
APPLICATION			
PHYSICAL			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - M106 TASK: Pode merchandise for shipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to the individual). • Provide many tactile and hearing experiences for the blind student to reinforce task knowledges/skills.
Inner packing Scored and folded Reinforced tape Quantity check Quality check Packing slip "Signing for the shipment" Filler Excelsion Cellulose Partitions H-wrap Steel straping Uniform freight classification		

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

TASK: Pack merchandise for shipment

Code: DST - MI06 cont.

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 5. demonstrate the basic procedures for tying boxes using: a. single string tie b. double string tie.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

TASK: Weigh a shipment

Code: DST - MH07

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe the basic importance of weighing. 2. identify, describe, and demonstrate the operation of different types of scales: a. desk scales b. bench-type counter scale c. platform scale d. motor truck scale e. track scale f. parcel post and express scale. 3. read and interpret a reading from each type of scale.

Instructional Methods

- Teacher or resource person (local Material Handler) demonstrate and identify use of different types of scales.
- Students view filmstrip, listen to tape, and review illustrated text.
- Teacher matches successful students who are interested in helping those having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9	"Measuring Weight"	5	1
NUMBERS B a/b,4b	Materials Handling	13	9
APPLICATION C 5			
PHYSICAL D 1d,2a,b,c,d,e			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH07 TASK: Weigh a shipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Weight agreements Carload (C.L.) Less than carloads (L.C.L.) Fixed rate	Determine the type of scales being used by contacting the vocational institution.	• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual). • Discuss and consider what effects shipping weight, i.e. packaging, packing, knocked-down, etc.

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

TASK: Mark a shipment

Code: DST - MH08

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe specific shipment marking information:
   a. full name and address of buyer
   b. full name and address of seller
   c. number of pieces in shipment
   d. method of transportation
   e. special care markings
   f. value of goods enclosed
   g. shipment weight.

2. demonstrate the basic procedure for marking a shipment:
   a. print name and address of shipper in upper left corner of box
   b. print name and address of recipient on lower right side of box
   c. print additional information on lower left corner of box:
      1) number of pieces in shipment
      2) weight
      3) value
      4) shipping method via truck, rail, parcel post
      5) purchase order number and date
      6) bill of lading number
      7) special instructions:
         a) fragile
         b) perishable
         c) flammable or explosive
         d) shipping position.

Instructional Methods

- Students practice marking of mode shipment, indicating proper marking procedures.
- Teacher matches successful students who are interested in helping those having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Students review illustrated texts and workbooks.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9	Free cans, boxes, etc. from local businesses	1	
NUMBERS B 2a,b	"Stocking, Marking, and Display"	14	13
APPLICATION C 5	"Recording, Checking, and Marking"	14	13
PHYSICAL D 1a,c,2a/b	Materials Handling	13	9

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH08 TASK: Mark a shipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Fragile Perishable Special handling FOB in (Free on Board) FOB - Factory FOB - Factory, freight prepaid FOB - Destination, charges reversed FOB - Shipping point "On memorandum - Date: June 15" On consignment COD EOM ROG		• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).

Supportive Instructional Materials:

Shipping label

Marker

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 1

TASK: Use loading ramps

Code: DST - MH09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify by name and describe the use of different types of loading ramps:
   a. portable dock plates
   b. fixed loading ramps
   c. adjustable loading ramps:
      1) automatically operated
      2) power operated, direct air pressure; airhydraulic; hydraulic-electric.

2. demonstrate the appropriate application of use of loading ramps:
   a. dock to rail car
   b. dock to truck trailer
   c. trailer or car to yard.

Instructional Methods

- Teacher provides a demonstration in reaching, bending, and lifting safely.
- Resource person describes types and uses of loading ramps as part of a field trip.
- Students view filmstrip/record.
- Student reviews appropriate sections of illustrated text.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,9	"Safety at Work	5	1
NUMBERS	Materials Handling	13	9
APPLICATION C 5,8			
PHYSICAL D 1a,b,d,e,2e, 3a,b,c,e,f, g			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH09 TASK: Use loading ramps

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Portable dock plates Adjustable ramps Fixed ramp Rise	Figure rise of ramp (1' to 12')	• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 1

TASK: Use handtrucks

Code: DST - MH10

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the different types of handtrucks: a. platform b. two-wheel c. bin d. pallet-lift. 2. demonstrate the proper techniques for lifting and moving materials with handtrucks. 3. observe specific safety precautions for using handtrucks.	• Students observe handtrucks in use on a field trip. • Students practice use of handtrucks by delivering intervals and shipments to different departments within the school. • Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,9	Handtruck from school maintenance department	1	
NUMBERS	"Safety at Work"	5	1
APPLICATION C 5,8	Materials Handling	13	9
PHYSICAL D 1a,b,d,e; 2d;3a,b,c,e f,g			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH10 TASK: Use handtrucks

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Brake Stock Stock room Incoming merchandise Receiving number Receiving sheet	Wheel angle and load in relation to slope and to the effect on braking	• Discuss some of the hazards of using a handtruck, **i.e.** the effect of an overload, unbalanced load, etc.

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

TASK: Operate fork lift carriers

Code: DST - MH11

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe and name the different types of fork lifts:
   a. battery powered
   b. operator-ride
   c. operator-walk.

2. demonstrate the following general operating procedures:
   a. check the following before operating
      1) fuel
      2) water
      3) circuit switches
      4) horn
      5) tires
      6) brakes
      7) fire extinguisher
      8) battery
      9) fork security
   b. use common sense in operating:
      1) drive at recommended speed
      2) keep to the right
      3) keep forks low to ground
      4) reverse truck direction with large loads
   c. lifting and moving pallets:
      1) check load position on pallet
      2) apply lift after inserting forks
      3) apply tilt control
      4) sit down easily until pallet rests on floor
      5) back lift out from under pallet.

Instructional Methods

- Students review appropriate sections of illustrated text.
- Student work locally "on-the-job" with experienced fork-lift operators.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,9	Small lift truck acquired from school maintenance department	1	
NUMBERS	Materials Handling	13	9
APPLICATION C 5,8			
PHYSICAL D 1a,b,d,e,2d, 3a,b,c,e,f, g			

SUBCLUSTER: MATERIAL HANDLING

Code: DsT - MH11 TASK: Operate fork lift carriers

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Directional control lever Speed range control lever Up rights Stability Four way pallets Stringers Delivery receipt Receiving record Receiving number Receiving sheet Wooden pallets Boxed	Balance Weight Identify number code Copy numbers accurately Height of lift	• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

Sheet 2 of 2

TASK: Operate fork lift carriers

Code: DST - MH11 cont.

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : 3. observe specific safety precautions for forklift truck operation.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 1

TASK: Set-up and operate conveyors

Code: DST - MH12

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe the operation of different types of conveyors: a. gravity 1) roller 2) skatwheel b. power - operated c. drag - line d. monorail, 2. demonstrate the appropriate techniques for working with conveyors. a. alertness b. pacing work c. location of cut off switch 3. observe specific conveyor safety precautions	• Teacher role plays safety procedures for bending, reaching, stooping, and lifting. • Students observe safety precautions related to using different types of conveyors during field trip. • Demonstration of correct and incorrect procedures to highlight the importance of correctness. • Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,4,9	Materials Handling	13	9
NUMBERS			
APPLICATION C 5,8			
PHYSICAL D 1a,b,c,d, 2d,3c,g			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MHL2 TASK: Set-up and operate conveyors

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).
Incoming merchandizing Out going merchandizing Merchanical conveyor Gravity roller Stationary roller Receiving point Checking station	Determine number and length of conveyor units needed reach a given point.	

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 1

TASK: Load rail shipments

Code: DST - MH13

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe the different types of freight car loads:
   a. anchored load
   b. brick wall load
   c. divided load
   d. mixed load
   e. palletized load
   f. through load.

2. demonstrate a basic procedure for loading rail shipments:
   a. be sure car is clean and in good condition with no nails or sharp objects protruding from walls
   b. load goods tightly being sure they are blocked and placed lengthwise and crosswise.

3. demonstrate a basic procedure for loading a stop-off car (intermediate destinations):
   a. brace and block shipment where necessary
   b. load shipment in reverse order of unloading
   c. distribute weight as evenly as possible.

Instructional Methods

- Teacher demonstrates safety precautions for bending, reaching, etc.
- Teacher discusses and simulates the procedure for loading various types of loads.
- Students observe unloading and loading during a field trip to a railroad freight yard.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,9	Materials Handling	13	9
NUMBERS			
APPLICATION C 5,8			
PHYSICAL D 1a,d,e,2d, 3			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH13 TASK: Load rail shipments

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Drill deaf student extensively on language of the task. • Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).
Anchored load Brick wall load Palletized load Through load	Recognize the "reverse" loading procedure used in loading a stop-off rail shipment.	

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

TASK: Load motor carriers

Sheet 1 of 1

Code: DST - MH14

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. name the hazards of improper or unbalanced loading:
   a. traffic accidents
   b. loads break loose
   c. leaks develop resulting in water damage or refrigeration capacity
   d. shock carrying capacity of truck weakened.

3. demonstrate the procedures for loading motor carriers:
   a. check that load is within legal maximum weight and prescribed axle limits
   b. load freight so it is properly balanced
   c. use cable, chains, and blocking to secure freight
   d. do not overload open top trucks or trailers
   e. load tanker-truck compartments fully to prevent shifting forces
   f. seals car with metal strip through door latch.

Instructional Methods

- Students observe loading and unloading procedures at a truck freight yard on a field trip.
- Teacher or para-professional describes safety measures related to improper or unbalanced loads.
- Teacher describes procedures for loading motor carriers.
- Students develop skills during a brief on-the-job experience.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,9	Materials Handling	13	9
NUMBERS B 4a,b			
APPLICATION C 5,8			
PHYSICAL D 1a,b,d,2d,3			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH14 TASK: Load motor carriers

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).
Legal maximum weight Axle limits Cable Chains Blocking Sealing	Interpret legal maximum weight and axle weights. Measure and determine the capacities of a motor in carrier in cubic feet.	

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

TASK: Handle and store building materials

Code: DST-MH15

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the appropriate material for covering and protecting materials: a. canvas b. waterproof paper c. plastic. 2. use and install skids and spacers in stacking framing lumber and sheathing. 3. recognize and observe specific safety precautions in handling and stacking materials. 4. demonstrate the appropriate procedures for the following: a. moving materials b. stacking materials c. unloading materials d. protecting materials from exposure.	• Students organize field trip to lumber company and building materials centers to view stacking and handling. • Students view handling/stacking techniques from illustrated text materials. • Student follows a teacher demonstration with "hands-on" supervision.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 5,6,9 NUMBERS B 1,2 APPLICATION C 5,7 PHYSICAL D 1a,b,c,d,e 2d, 3	Modern Carpentry, p. 66	13	22
	"Lumber Handling and Piling"	13	23
	"Lumber for Houses"	8	24

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH15 TASK: Handle and store building materials

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss procedures used in stacking and/or organizing materials to emphasize safety, convenience, and minimizing damage.
Stacking Level Covering plastic visqueen Skid Palette Spacing Location	Review various materials being used in the vocational class by using proper terms such as "two by four, sixteen feet long," (2x4x16) or a "four by eight sheet of half inch C-D plywood" (1/2" CD).	

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

TASK: Use measurement and layout tools

Code: DST - MH16

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify by name specific layout/ measuring tools: a. level b. tape or rule c. framing square d. T bevel e. scratch awl f. steel long tape g. chalk line h. line level i. combination square j. marking gauge k. plumb bob l. dividers m. butt gauge. 2. recognize and observe safety precautions in using layout and measuring tools. 3. interpret measuring tools accurately. 4. properly store specific layout and measuring tools. 5. demonstrate the different applications or uses of each tool.	• Students view film as an introduction and review of concept. • Students view film loops and illustrative charts. • Teacher demonstrates the use of the identified tools with individual students on specific jobs. Students return the demonstration. Note: This task will be performed as a part of several succeeding tasks.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,9	Modern Carpentry, pp. 8-22	13	22
NUMBERS B 2a,4a,i,5	"Carpentry Part I - Measuring, Marking, and Leveling Tools"	8	25
APPLICATION C 5,7	"Laycut Using Marking Gauge"	9	9
	"How to Use Measuring Tools"	9	26
PHYSICAL D 1a-d, 2a/b, 3	Stanley charts	16	27

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH16 TASK: Use measurement and layout tools

Basic Information for Cooperative Teaching

Language of the Task

Level
Inches
Tape or rule
Scale (1/4" = 1')
Framing square
T bevel
Scratch awl
Steel long tape
Chalk line
Line bevel
Combination square
Marking gauge
Plumb bob
Dividers
Butt gauge
Feet

Quantitative Concepts

Measure boards for thickness, width and length. Lengths is in feet, width is in feet or inches, thickness is in inches.

The concept of rounding may be applied by rounding the actual measurement up to: even numbers of feet in length, i.e. 6', 8', 10'; even numbers of inches in width i.e. 4", 6", 8"; full numbers of inches in thickness i.e. 1", 2", 3".

Prepare a shopping list for tools. Find these items in a catalogue, identify and price, figure total cost.

Suggestions:

- Teacher picks up a tool - student identify.
- Student picks up tools one at a time and identify.
- Student identify which tool another student is using in pantomine.
  - by description of tool.
  - by name.
- Student match name and tool by
  - printed label
  - verbal identification
- Teacher and deaf student should cooperatively develop some simple signs related to language of the task.
- Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).
- Be careful in using words with multiple meanings when talking to lip reading deaf students (plumb, scale).

Supportive Instructional Materials:

Assortment of measuring tools supplied by the vocational teacher.

SUBCLUSTER: MATERIAL HANDLING

TASK: Use saws

Code: DST - MH17

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify by name, the different types of saws used in construction. 2. recognize and observe specific safety precautions for using saws. 3. select and demonstrate the appropriate saw for a given application or operation. 4. identify and describe the proper storage condition for specific saws.	• Students prepare a display of different saws with identifying labels. • Students view film to introduce and review concepts. • Teacher provides demonstration with transparencies of each saw and its use with individual students. • Students review illustrated text materials.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3	Modern Carpentry, p. 10	13	22
NUMBERS B 4a	"Saw Operations"	8	26
	"Hand Saw Nomenclature"	12	19
APPLICATION C 2,5			
PHYSICAL D 1a,d,f 2b, 3c,g			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH17 TASK: Use saws

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Cross cut saw Rip saw Keyhole saw Hack saw Radial arm saw Set	Determine the number of saw points (teeth) per inch, by measuring one inch along the cutting edge of a saw, and counting the number of points within the inch. (8-point saw, 10-point saw).	• Teacher and deaf student should cooperative develop some simple signs related to language of the task. • Drill deaf student extensively on language of the task. • Discuss the importance of saw safety and care, i.e. a wood-cutting saw should not be allowed to touch metal, concrete, or other hard surfaces.

Supportive Instructional Materials:

Collect examples of each of the four hand saws from the vocational department.
Field trip to the construction lab or construction site.

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 1

TASK: Select and wear appropriate personal safety equipment

Code: DST - MH18

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials equipment, and requisite knowledge, the learner will:

1. identify the use, need, or application for each of the different pieces of personal safety equipment:
   a. head protection
   b. glasses
   c. gloves
   d. shoes
   e. protective clothing
   f. ear plugs
   g. respirators.
2. select properly fitting personal safety equipment.
3. demonstrate the appropriate selection and application of specific personal safety equipment for a given industrial situation.

Instructional Methods

- Teacher directs a demonstration of personal safety equipment use in the shop.
- Students view films, filmstrips, and posters related to personal safety equipment.
- Note: One of the positive ways to teach this task is by example.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
A 1	"Knowing Is Not Enough"	8	28
NUMBERS	"It's Up to You"	8	29
	Wall posters illustrating use of personal safety equipment	16	30
APPLICATION			
C 8	"Eye Protection"	10	19
PHYSICAL	"Safety in the Shop"	8	9

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH18 TASK: Select and wear appropriate personal safety equipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss accidents cause and effects and how these accidents might have been prevented.
Hard hat Impact resistant Safety lens Filter Safety goggles Welding goggles Welding hat Face shield Gloves	Recognize proper sizes of equipment and "gear" to be used.	

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 1

TASK: Recognize safety color designations

Code: DST - MH19

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify by name the organization standardizing color code systems.

2. identify the specific safety designation or meaning for the following colors:
   a. red
      1) fire protection equipment
      2) danger
      3) emergency stops
   b. orange
      1) alert
   c. yellow
      1) caution
   d. green
      1) first aid and safety equipment
   e. blue
      1) equipment controls
   f. purple
      1) radiation hazards
   g. black or white
      1) stripes or checks indicates housekeeping areas.

3. identify the safety meanings for standard color accident prevention signs:
   a. red - danger
   b. yellow - caution
   c. green - safety instructions
   d. blue - protection materials.

Instructional Methods

- Students designate the safety areas of shop and machines using appropriately colored adhesive tape.
- Students view films and filmstrip related safety color designations.
- Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
A 9	"Our Senses: What They Do For Us"	8	31
NUMBERS	"Safety in the Shop"	8	31
	"Safety in the Shop"	10	9
APPLICATION	"Listening with Your Senses"	8	19
PHYSICAL			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH19 TASK: Recognize safety color designations

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Flash cards color coded to safety meaning.
Danger Emergency Safety stripes Decode - Fire Equipment red orange yellow green blue purple black or white Decode - Standard Accident Prevention Signs red yellow green blue		

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

TASK: Develop and maintain safety consciousness

Code: DST - MH2D

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe and assess the value of holding positive safety attitudes: a. financial values b. self protection c. job appreciation values. 2. develop a safety consciousness awareness and attitude among others in a given industrial setting by: a. teaching by example b. avoid warnings and threats c. avoid fear approaches d. use positive/negative instruction e. use vital correlations f. employ group dynamics g. enforce safety rules.	• Teacher initiates a class discussion of the identified concepts at an appropriate time, i.e. following a shop incident involving safety-related misconduct. • Students view films, posters, and filmstrips. • Teacher makes contact with each student during the class period.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE	Safety posters	16	
A 9	"How to Have an Accident at Work"	8	32
NUMBERS	"How to Have an Accident at Home"	8	32
	"Safety in the Shop"	10	9
APPLICATION			
C 8			
PHYSICAL			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH20 TASK: Develop and maintain safety consciousness

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss values of positive attitudes toward safe procedures in shop. The product of unsafe procedures results in pain, loss of time, destruction of equipment and material.
Example Warning Fear Safety rules Codes Protection Values Enforce Respect Concern Self preservation	Estimate some of the costs of carelessness in loss of time, dollar expense, and personal discomfort.	

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 1

TASK: Operate safety equipment

Code: DST - MH21

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify common pieces of safety equipment:
   a. fire extinguishers
   b. containers
   c. exhaust systems
   d. lighting.
2. recognize different types of fires:
   a. Type A fire
   b. Type B fire
   c. Type C fire.
3. recognize and describe the application or use of different fire extinguishers:
   a. water type
   b. soda-acid
   c. foam
   d. carbon dioxide
   e. dry chemical.
4. demonstrate the procedures for maintaining and checking fire extinguishers.
5. demonstrate the procedures for operating specific types of fire extinguishers.
6. identify and describe the appropriate safety container for combustible material, inflammable liquids, and other material.
7. identify and describe the importance and use of safety engineered exhaust systems.
8. operate exhaust systems, following prescribed procedures.

Instructional Methods

- Students simulate use and operation of fire extinguishers and safety equipment following a fireman's demonstration.
- Students view films and filmstrips.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,9	"Fire"	8	31
NUMBERS	"Fire: What Makes It Burn"	8	31
	"Fires and Wires"	8	31
APPLICATION C 4,5,7,8	"Maintaining a Safe Shop"	10	33
PHYSICAL D 1, 2c, 3			

SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH21 TASK: Operate safety equipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Type A fire Type B fire Type C fire Fire extinguishers Exhaust system Chemicals used in fire extinguishers: water soda-acid foam carbon dioxide dry chemical Combustion Spontaneous combustion Flammable		• Help custodian fill and check school fire extinguishers.

Supportive Instructional Materials:

SUBCLUSTER: MATERIAL HANDLING

Sheet 1 of 1

TASK: Report and/or record accidents

Code: DST - MH22

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify several basic reasons for reporting industrial accidents. 2. recognize the types of reportable accidents: a. damage to material or equipment b. near-injury to personnel c. minor injury d. disabling injury. 3. name the common and essential elements of an accident report form: a. who b. what c. where d. when e. why. 4. accurately complete a hypothetical accident report in consultation with a supervisor.

Instructional Methods

- o Students practice filling out reports for mock accident descriptions.
- o Students collect and review/discuss accident reporting forms from local businesses and industries.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1	Accident report forms	1	
NUMBERS			
APPLICATION C 3,5,6,8			
PHYSICAL			

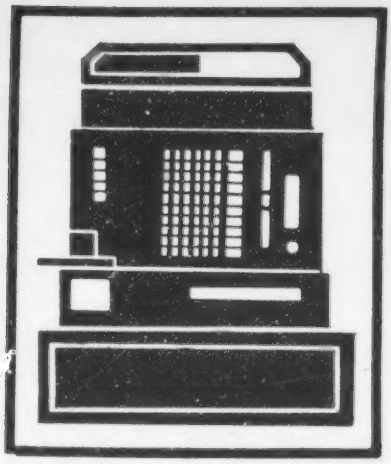
SUBCLUSTER: MATERIAL HANDLING

Code: DST - MH22 TASK: Report and/or record accidents

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Use school accident forms, let students help fill one out.
Splinter	Time of injury	
Cut	Extent of injury	
Abrasion	Observe vital signs: breathing bleeding	
First aid		
Infection		
Burn		
Puncture		
Scratches		
Bruise		
Sprain		
Splinter		

Supportive Instructional Materials:

RETAILING



INSTRUCTIONAL TASK MODULES

RT01 Write out sales checks

RT02 Handle cash sales transactions

RT03 Handle layaway sales transactions

RT04 Handle credit card transactions

RT05 Bag and wrap merchandise

RT06 Operate a cash register

RT07 Make change

RT08 Receive checks for payment of merchandise

RT09 Handle cash refunds to customers

RT10 Balance cash fund and cash register

RT11 Use props in displays

RT12 Dress mannequins

RT13 Prepare point-of-purchase advertising

RT14 Plan display signs and show cards

RT15 Prepare type-set signs and show cards

RT16 Prepare band-lettered signs and show cards

RT17 Set-up point-of-purchase displays

RT18 Construct display floor coverings

RT19 Construct display backgrounds

RT20 Build mass displays

RT21 Assist in preparing interior displays

RT22 Assist in preparing window displays

RT23 Decorate a flowering pot plant

RT24 Identify common cut flowers

RT25 Identify common flowering pot plants

RT26 Receive and invoice garments

RT27 Interpret alteration tags and markings

RT28 Lubricate vehicle chassis and change engine oil and filter

RT29 Mount, balance, and rotate tire

RT30 Install auto accessories

RT31 Wash and wax cars

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Write out sales checks

Code: DST - RT01

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the different types of sales: a. types of sales transactions 1) cash sales 2) charge sales 3) C.O.D. sales 4) lay-away sales 5) discounts 6) exchanges 7) charge take 8) charge send 9) charge to one, sent to another 10) received on accounts 11) returns. 2. describe the basic purpose of sales checks: a. customer receipt b. provides the retailer with vital information to store operation. 3. demonstrate the following procedures/ techniques for recording information on a sales slip: a. date of purchase b. description of merchandise c. price of merchandise d. department number e. purchaser's name and address f. kind of sale g. sales tax h. instruction for delivery i. customers signature j. identification of type of sale.

Instructional Methods

- Students work practical experiences in making out sales checks for different types of sales transactions.
- Students review illustrated texts and workbooks.
- Teacher encourages small peer group cooperation and interaction.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,8,9	"Sales Promotion and Basic Selling"	14	13
NUMBERS B 2,5,6	"Advertising"	14	13
APPLICATION C 3,5,6,8	Distribution Careers	14	5
	"Know Your Merchandise"	14	9
PHYSICAL D 1a,c,2a, 3c,g	Sales Receipts	1	9

SUBCLUSTER: RETAILING

Code: DST - RT01 TASK: Write out sales checks

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Practice writing product description. • Discuss language of the task. • Stress importance of good communication skill.
Sales check Description of Merchandise Department Salesperson Amount Unit Quantity Sub-total Total Tax Salescheck number Style Number C.O.D. Layaway	Addition of amounts of purchases Figuring tax, using a tax chart Extensive product description: color style size	

Supportive Instructional Materials:

Saleschecks

Merchandise to practice

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Handle cash sales transactions

Code: DST - RT02

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. complete a sales receipt for a cash sale with the required information: a. indication of the type of sale b. date c. merchandise description d. merchandise price e. sales tax f. total sale amount.	• Teacher prepares and uses projects and exercises where the student completes sales receipts for different types of cash sales transactions. • Teacher concentrates his effort with students having difficulty. • Teacher encourages small peer group cooperation and interaction. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,8,9	"Writing Up a Cash Sale"	20	15
NUMBERS B 2,5,6	Sales Receipts	1	
APPLICATION C 3,5,6,8			
PHYSICAL D 1a,c,2a,3c,g			

SUBCLUSTER: RETAILING

Code: DST - RT02 TASK: Handle cash sales transactions

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Have students practice computing sales tax from a chart.
Dates Cash sales Items cost Total sales Sales tax-federal tax Merchandise -size -style Salesperson's number	Addition - five column with decimal Compute sales tax using a chart. Add sales tax to total sales. Complete practice sale by counting back correct change for different amounts of cash, i.e. $2.10 sale for $5.00 $10.00, $20.00 received	

Supportive Instructional Materials:

Sales tax chart

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Handles layaway sales transactions

Code: DST - RT03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. complete a sales receipt for a layaway sale with the required information on the sales receipt:
   a. indication of the type of sale
   b. date
   c. customer's name, address, and phone number
   d. merchandise description
   e. merchandise price
   f. sales tax
   g. total sale amount
   h. amount the customer wishes to pay down on the merchandise
   i. balance the customer owes on the merchandise.

2. complete a sales receipt for a payment on a layaway with the required information on the sales receipt:
   a. indication of the type of transaction
   b. date
   c. customer's name, address, and telephone number
   d. amount received on account.

Instructional Methods

- Teacher uses prepared projects and exercises where the student completes sales receipts for layaway sales transactions and payments on layaways.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,8,	"Writing Up Layaway Sales"	20	15
NUMBERS B 2,5,6	Sales Receipts	1	
APPLICATION C 3,5,6,8			
PHYSICAL D 1a,c,2a,3c, g			

SUBCLUSTER: RETAILING

Code: DST - RT03 TASK: Handles layaway sales transactions

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Layaway Hold room Regular payment Full purchase price Refund Received on account	Computes sales tax Subtract dollar amounts Addition of dollar amounts Recognize calendar dates for layaway.	

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Handle credit card transactions

Code: DST - RT04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will

1. identify and describe the information required on a credit card transaction
   a. product description
   b. quantity
   c. customer number
   d. customer signature
   e. cost
   f. tax

2. demonstrate the procedure for handling credit card transactions
   a. obtain card from customer
   b. itemize purchases and tax on receipt form
   c. set cost digits on machine
   d. place card in roller machine
   e. place receipt in machine
   f. roll head over card
   g. remove receipt and card for purchaser to sign
   h. return card to purchaser
   i. place store copy of receipt in predetermined location

3. describe and demonstrate the methods/procedures for checking credit card validity
   a. check signature on card
   b. check expiration date on card
   c. call telephone number to verify credit rating

Instructional Methods

- Teacher leads a small group discussion on interpreting information from the credit card.
- Students and teacher role play various credit card transaction situations.
- Students practice filling in a sample credit sale slip.
- Students visit a store of their interest and record the steps in a credit transaction.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,6,7,8	Sample credit cards	1	
NUMBERS B 2a,b,5	Demonstration machine	1	
APPLICATION C 1a,b,3,5,6	"Customer Credit Series" - Scholastic Magazine	14	11
PHYSICAL D 1a	"Credit and Money Matters" Household Finance	14	7
	"Basic Retail Credit" - University of Texas	14	13
	"Market Game' - Benefic Press	3	3

SUBCLUSTER: RETAILING

Code: DST - RT04 . TASK: Handle credit card transactions

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Product description Quantity Cost Tax Parts of credit card machine head/handle roller plate cost digit selector	Copy and/or record numbers from a cash register, pump meter, adding machine, etc., accurately. Read and interpret dates as they appear on credit cards: i.e. Expires end of 12 74 Read and interpret a tax chart. Compute total cost of purchases accurately.	• Role play situations involving credit card transactions for sale of different types of products. • Discuss: What is credit? • Stress importance of good communication skills.

Supportive Instructional Materials:

Credit card forms and machine
Credit cards

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Bag and wrap merchandise

Code: D-T - RT05

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. wrap ready-to-wear merchandise in tissue paper before bagging. 2. bag merchandise in the appropriate size bag. 3. gift wrap packages with speed using the following procedures: a. choose appropriate and attractive wrapping paper for the package b. practise economy in wrapping c. observe safety practices.	• Teacher demonstrates folding merchandise and shows when and how tissue paper is used in bagging. • Student practices folding merchandise. • Teacher demonstrates gift wrapping while students are wrapping.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,5,6,8	Materials Handling	13	9
NUMBERS B 2a,b	Wrapping materials	1	
APPLICATION C 2,4,5,8			
PHYSICAL D 1a,d,2a,b, 3c,g			

SUBCLUSTER: RETAILING

Code: DST - RT05 TASK: Bag and wrap merchandise

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Have students measure paper for given boxes. • Have students select ribbon for paper which complement the paper.
Gift wrapping Occasion Industrial wrapping Wrapping for mailing	Tying bows Estimating size of paper needed for a particular package. Color matching of ribbon and paper	

Supportive Instructional Materials:

Card
Ribbon
Newspaper

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Operate a cash register

Code: DST - RT06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will :

1. replace receipt and sales journal tapes in the cash register.
2. lock and unlock the cash register.
3. identify the cash register parts used in register operation:
   a. amount keys
   b. correction lever
   c. control keys
   d. cash slab
   e. cash drawer
   f. detail window
   g. sales journal tape
   h. cash register receipt.
4. read and reset cash register totals.

Instructional Methods

- Teacher demonstrates - replacing cash register tapes.
- Students practice operating the cash register using exercises prepared by the teacher, exercises take the student step by step through different register operations, after which the student resets register total and removes sales journal tape.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,6,8	"Changing Cash Register Tapes" (TEACHER PROJECT)	20	15
NUMBERS B 2,3,5	Cash Register operator's manual	14	
APPLICATION C 5,8			
PHYSICAL D 1a,b,c,2a, b,3c,g			

SUBCLUSTER: RETAILING

Code: DST - RT06 TASK: Operate a cash register

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Stress the importance of good communication skills. • Emphasize the need for accuracy.
See the Retailing instructor for a list of terms related to the operation of a specific model of cash register. All denominations of paper money and coins	Recognizing amounts of money Recognize and copy numbers Counting back change	

Supportive Instructional Materials:
Picture of cash register with part names identified.

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Make change

Code: DST - RT07

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. make change following a prescribed procedure: a. call back the amount of the sale and the amount tendered by the customer b. place the amount undered by the customer on the cash slab c. build change starting with the amount of the sale until the amount tendered by the customer is reached d. count back the change aloud as you place it in the customer's hand e. place the amount tendered by the customer in the cash drawer and close the drawer.	• Teacher-prepared student project. • Students and teacher role play and practice making change. • Students self-instructional workbook materials are reviewed. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9	"Making Change"	20	15
NUMBERS B 2,3	"NCR Safeguarding Money"	14	14
	"NCR Handling Money"	14	14
APPLICATION C 2,5,8	Real Money for cash fund	1	
PHYSICAL D 1a,c,2a,b, 3c,g			

SUBCLUSTER: RETAILING

Code: DST - RT07 TASK: Make change

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Role play making change • Consider identifying counterfeit money. • Check the use of identification through the use of a light.
Penny 1 cent Nickels 5 cents Dime 10 cents Quarter 25 cents Half-dollar 50 cents Bill one dollar five dollar ten dollar twenty dollar Foreign money	Count change accurately. Multiply 3x5=15 (3-5 dollar bills = $ 15.00)	

Supportive Instructional Materials:

Money

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Recieve checks for payment of merchadise

Code: DST - RT08

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. distinguish between an acceptable and an unacceptable check by examining the following parts of the check: a. date b. to whom the check is payable c. amount of check in figure d. amount of check written e. signature f. bank coding on check	• Student is presented checks in role playing situation and must decide if the check is acceptable. • Students review self-instructional workbook materials. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9	"NCR Cashing Checks"	14	14
NUMBERS 2 a	Real checks	1	
APPLICATION C 2,5,6			
PHYSICAL D 1a,d,2a,b, 3c,g			

SUBCLUSTER: RETAILING

Code: DST - RT08 TASK: Receive checks for payment of merchandise

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Review and discuss samples of different types of checks and different types of endorsement.
Signature-legal instrument Bad check Endorsements Payee — Blank Endorsement in full Payor — Restrictive Drawee Drawer Forgery Alteration Certified check Cashier check Bank money order Traveler's checks Postal money orders	Read and copy numbers. Recognize numerical equivalents and vice versa.	

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Handles cash refunds to customers

Code: DST - RT09

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : 1. complete a credit receipt for a cash refund with the correct information on the credit receipt: a. customers name and address b. date c. indicator on slip that money is being refunded d. description of merchandise being returned or reason for refund e. price of merchandise f. sale tax (if applicable) g. total amount of refund or money to be paid out h. customer's signature.

Instructional Methods

- Teacher-prepared projects and activities where the student completes credit receipts for customer refunds.
- Teacher concentrates his effort with students having difficulty.
- Teacher encourages small peer group cooperation and interaction.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,8,9	"Refunding the Customer's Money"	20	15
NUMBERS B 2,3	Sales Receipts	1	
APPLICATION C 2,3,8			
PHYSICAL D 1a ,d,2a, b,3c,g			

SUBCLUSTER: RETAILING

Code: DST- RT09 TASK: Handle cash refunds to customers

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Be sure to discuss with the vocational instructor the return/refund procedures used by local stores before discussing this task with the students.
Paid out	Addition	
Credit	Subtraction	
Cash refund	Multiplication	
Service charge	Changing a percent to a decimal	
Adjustment office		

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Balance cash fund and cash register totals

Code: DST - RTIO

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. determine if the cash in the cash register is over, short, or in balance after a day's sales activities: a. totals cash in cash drawer b. adds paid outs to cash total c. compares cash total plus paid outs with register total and determines amount of cash average or shortage.	• Teacher explains cash balance forms. • Students work out cash balance exercises.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,8,9	"Merchandising Mathematics"	14	12
NUMBERS B 2,3,4	Cash balance forms	1	
APPLICATION C 1,2,3,8			
PHYSICAL D 1a,c,d,2a, b,c,g			

SUBCLUSTER: RETAILING

Code: DST - RTIO TASK: Balance cash fund and cash register totals

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Paid out Received on account Day's sales Short Over Balance	Add dollar amounts Subtract dollar amounts	

Supportive Instructional Materials:

Cash balance exercises available from classroom instructor.

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Use props in displays

Code: DST- RT11

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and use functional and decorative props used in merchandise displays: a. props 1) panels 2) screens 3) pedistals 4) tables 5) cubes 6) columns 7) platforms b. stands and easels c. human forms 1) mannequins 2) bust forms 3) coat forms 4) sweater forms 5) etc. d. papers, fabrics, and ribbons e. artificial flowers and trees f. paints g. show card and sign supplies.

Instructional Methods

- Teacher conducts a field trip to a local shopping area where students identify props that are used in displays. Discuss with a displayman how they were constructed.
- Students working in teams develop and set-up seasonal merchandise displays in showcases throughout the school.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher concentrates his effort with students having difficulty.
- Students view filmstrip/record.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,9	"Advertising and Displaying Merchandise"	14	12
NUMBERS B 4a,b,d	"Display World"	14	4
	"Stop Shrinkage"	5	16
	"Fiber and Fabrics"	14	13
APPLICATION C 2,4,7,8	"Advertising"	14	13
	"Supermarket Display"	14	13
	"Stocking, Marking, and Displaying"	14	13
PHYSICAL D 1a,c,d,e,2b,d	"Principles of Merchandise Display"	14	13

SUBCLUSTER: RETAILING

Code: DST - RT11 TASK: Use props in displays

Basic Information for Cooperative Teaching

Language of the Task

Mannequin
Easel
Panels
Pedestals
Cubes
Columns
Millinery heads
Forms
- paper-mache
- chicken wire

Paper
- no seam paper
- gift wrap
- tissue-crepe

Fabric
- felt
- burlap
- satin

Ribbons
- artificial flowers
- artificial trees

Quantitative Concepts

Measure distances

Relative sizes
- larger-smaller
- largest-smallest
- heavy-light

Recognize shapes such as round, square, etc.

Suggestions:

- Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
- Drill deaf student extensively on language of the task.
- Using a display prop catalog have student identify props and discuss what they are used for.

Supportive Instructional Materials:
Display prop catalog from Distributive Education teacher.

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Dresses mannequins

Code: DST - RT12

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. take a mannequin apart and put it back together. 2. dress a mannequin without damaging the mannequin or the clothing.	• Teacher provides demonstration of the proper way to handle mannequins to prevent damage to mannequins and clothing. • Students visit with a displayman on the job and discuss use of the mannequin as a display prop. • Teacher matches successful students who are interested in helping those having difficulty. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,9	Mannequin and clothes	1	
NUMBERS			
APPLICATION C 2,8			
PHYSICAL D 1a,b,d,f,2b, c,3c,f,g			

SUBCLUSTER: RETAILING

Code: DST - RT12 TASK: Dresses mannequins

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss the need for proper storage of the mannequins.
Mannequin Wig Torso Handle with care Major investment Full body Millinery heads	Discuss the cost of mannequins. Consider the amount of space needed to move the mannequin about.	

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Prepare point-of-purchase advertising

Code: DST - RT13

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify different types of point-of-purchase props: a. posters b. counter cards c. back drops d. price cards e. cutouts f. stands g. racks h. barrels i. dump. 2. select and use the appropriate tools for preparing show cards: a. markers (felt tip, etc.) b. layout tools c. prefab. manufacturer's materials d. knife/scissors e. sign machine.	• Students collect display materials and set up POP displays in classroom with appropriate advertising. • Students participate in field trip where they must identify point-of-purchase displays in various stores and the display advertisements. • Teacher makes contact with each student during the class period.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,7			
NUMBERS			
APPLICATION C 5,8			
PHYSICAL D 1a,b,c,d,f, 2a,b,3a,b			

SUBCLUSTER: RETAILING

Code: DST - RT13 TASK: Prepare point-of-purchase advertising

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Point of purchase Counter cards Back drops Price cards Cutouts Racks Factory pack	Size relationships of display to cash register or counter area. Size relationship of show card to the display.	• Build small displays in the room. • Drill deaf student extensively on language of the task. • Assist student in improving judgement and decision making skills.

Supportive Instructional Materials:

small items to display (empty boxes)

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Plans display signs and show cards

Code: DST- RT14

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. Plan showcard for a merchandise display that contains the following information:
   a. product price
   b. brand name
   c. store department
   d. selling copy.

2. lay out the showcard using basic procedures;
   a. prepare a rough sketch.
   b. employ:
      1) wide margins
      2) well-balanced copy
      3) size of litters
      4) readable colors
      5) correct spelling.

Instructional Methods

- Students draw rough layouts for signs and showcards from merchandise described in catalogs and magazines.
- Teacher matches successful students who are interested in helping those having difficulty.
- Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,8,9 NUMBERS B 2,4a APPLICATION C 2,4,5,8 PHYSICAL D 1a,b,c,d,2a,b,3c,g	"Advertising and Displaying Merchandise"	14	12

SUBCLUSTER: RETAILING

Code: DST - RT14 TASK: Plan display signs and showcards

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Rough layout Design Working plan Promotion Sizeboard Letters Ink Paints		

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Prepare type-set signs and show cards

Code: DST - RT15

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. operates the type-set sign machine. 2. lay-out the show card using correct spelling of all words. 3. lay-out an eye appealing and attention getting show card. 4. run off a show card on the sign machine suitable for a point of purchase display.	• Teacher demonstrates operation of the sign machine. • Students view slide presentation on operation of the sign machine.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,8,9	Sign machine	1	
NUMBERS B 2,4a,b,e	"Inking and Running Copies on the Sign Machine"	14	15
APPLICATION C 2,3,4,8	"Creating Typeset Signs"	14	15
PHYSICAL D 1a,b,d,2a,b,3c,e	"Sign Machine Operation" (Teacher-prepared)	11	15

SUBCLUSTER: RETAILING

Code: DST - RT15 TASK: Prepare type-set signs and show cards

Basic Information for Cooperative Teaching		
Language of the Task	Quantitative Concepts	Suggestions:
Type-set (different types) 1. styles 2. sizes Layout Show card Eye appeal	Type sizes Paper stock sizes Common sign sizes	• Seek information from the vocational instructor concerning the type-set size machine and its operation. • The input of the vocational instructor is essential in planning this unit. • Student should check the spelling of all words used on their show card with a dictionary.

Supportive Instructional Materials:

Dictionary

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Prepare hand lettered signs and show cards

Code: DST - RT16

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select pictures and materials from catalogs or magazines. 2. prepare a display on paper using the cut-outs. 3. prepare hand lettered show cards for merchandise displays.

Instructional Methods

- Students participate in a teacher-prepared student project--student constructs a display on paper using catalog and magazine cut-outs and creates a hand lettered show card for the display.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher concentrates his effort with students having difficulty.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,8	"Hand Lettering Signs in Display"	20	15
NUMBERS B 4a,5	"Advertising and Display Merchandise"	14	12
APPLICATION D 1a,b,c,d,2a, b,3c,g			
PHYSICAL			

SUBCLUSTER: RETAILING

Code: DST - RT16 TASK: Prepare hand lettered signs and show cards

Basic Information for Cooperative Teaching

Language of the Task

Display cards

Information
- items
- size
- price
- style

Size board

Show card

Matt board

Ply

Contrast

Color

Shape

Legible

Large

Bold

Variety

Background

Printing machine

Clean

Quantitative Concepts

Ability to see (visualize) size differences and proportion.

Observe, handle, weigh, and "Mike" the sign boards.

Consider the need for large signs using 40" x 60" (14 and 22 ply) board.

Suggestions:

- Practice hand lettering.
- Emphasize and practice using the dictionary to insure that words on signs are spelled correctly.

Supportive Instructional Materials:

Cardboard 22" x 28" (6 or 8 ply) board-list or samples of color choices

Dictionary 28" x 44" (14 ply) board-list or samples of color choices matt board

Felt Markers Micrometer

SUBCLUSTER: RETAILING

Sheet 1 of 2

TASK: Set up point-of-purchase display

Code: DST - RTI7

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the various typical display locations:
   a. inside front door
   b. draft of front door
   c. end of cross aisles
   d. end of right aisle
   e. opposite service counters
   f. check out area
   g. near center of regular displays.

2. describe the techniques for locating POP display:
   a. locate at eye level
   b. locate at an angle to store traffic flow.

3. identify and select the different types of POP display materials:
   a. shelf strips
   b. signs
   c. banners
   d. pennants
   e. streamers.

4. demonstrate the appropriate selection of POP display materials:
   a. materials should be handy dispensers of each item
   b. materials should display item attractively

Instructional Methods

- Students set up displays in the classroom.
- Students participate in field trip to local supermarkets and department stores to evaluate and examine point of purchase displays.
- Teacher matches successful students who are interested in helping those having difficulty.
- Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,7	"Getting Merchandise Ready for Sale"	14	9
NUMBERS	"Retail Salesmanship"	14	13
	"Advertising and Displaying Merchandise"	14	12
APPLICATION C 5,8			
PHYSICAL D 1a,b,c,d,f, 2a,b,3a,b			

SUBCLUSTER: RETAILING

Code: DST - RT17 TASK: Set up point-of-purchase displays

Basic Information for Cooperative Teaching			Suggestions:
Language of the Task		Quantitative Concepts	
Point of purchase	Bonus	Students work on estimating distances precisely measured by the teacher.	• Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
Window display	Pennant	Students and teacher estimate distances then measure.	• Assist student in improving judgement and decision making skills.
Entrance	Sign	Consider distances up, down, to the right, to the left, back, forward, etc.	• Discuss-"Why I bought that doggie in the window!"
Right of entrance/aisle	colored-paper		• Try a "walk about" toward and through a shopping center, discuss point of purchase displays.
End of aisle	wood felt		
Opposite service center	Display-stands		
Check out			
Cash register			
Front of counter			
First shelf			
Tilted			
Eye level			
Shelf-strips			
Props			

Supportive Instructional Materials:

Assortment of display stands, easels, etc. - all labeled.

SUBCLUSTER: RETAILING

Sheet 2 of 2

TASK: Set up point-of-purchase displays

Code: DST - DT17 cont.

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: c. materials should be easily assembled d. materials should be reversible e. materials should be unique, different, clever, original f. materials should be suitable to size of the store.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Contruct display floor coverings

Code: DST - RT18

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. contruct floor covering for a display using appropriate materials: a. scatter flakes b. grass mats.

Instructional Methods

- Teacher and students construct a sample board of materials that could be used for floor covering materials in merchandise displays.
- Teacher matches successful students who are interested in helping those having difficulty.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 4a APPLICATION C 5,8 PHYSICAL D 1a,b,d,e, 2b,d,3a,c	"Merchandise Display"	14	13

SUBCLUSTER: RETAILING

Code: DST - RT18 TASK: Constuct display floor coverings

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Consider the effect of: a touch of green, a toy, a roller skate, sun glasses, etc. to focus the attention on specific parts of the display.
Tie together Authentic Stencil form Base form	Measure accurately the length, width, and depth of the display case. Use and interpret a tape or yardstick.	

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Construct display backgrounds

Code: DST - RT19

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. contruct backgrounds for displays using appropriate materials: a. fabric of various colors and textures b. colored corrigated cardboard c. rolls of various colored paper.

Instructional Methods

- Teachers and students construct a sample board of materials that could be used for background materials in displays.
- Students discuss and analyze the use of specific background materials for a given display item.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 4a APPLICATION C 5,8 PHYSICAL D 1a,b,d,e,2b, d,3a,g	"Merchandise Display"	14	13

SUBCLUSTER: RETAILING

Code: DST - RT19 TASK: Construct display backgrounds

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss contemporary trends in display backgrounds such as open concept with the Distributive Education teacher
Background Three-dimensional Perspective Textured Depth of color Focal point	Measure accurately the size of the display background area.	

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Build mass display

Code: DST - RT20

Studen: Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe different mass display arrangements: a. pyramid b. step arrangement c. repetition. 2. demonstrate the basic procedures/techniques for assembling mass displays: a. remove all items from display area b. clean display area c. assemble multiples of items to be displayed d. layout basic outline of mass display with products e. fill in and complete mass display pattern f. make final adjustment positioning and in location of products g. remove excess materials and clean up display location.	• Trip to different stores to view different types of mass displays. • Develop mass display evaluation points/criteria. • Demonstration on bending, lifting, etc. • Build displays using real merchandise.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,2,3,7,9	"The Humble Way"	13	8
NUMBERS	"Sales Promotion" "Basic Selling"	14	13
APPLICATION C 2,5,8	"Merchandise Display"	14	13
PHYSICAL D 1a,b,c,d,f, 2a,b,3a,b, c,d,e,f,g			

SUBCLUSTER: RETAILING

Code: DST - RT20 TASK: Build mass display

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Mass Pyramid Repetition Panel Tilted board Dominance Balance formal informal Proportion Overlap	Work with objects in space: Radiation Pyramid Interference Stairstep Repetition Zigzag	

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

TASK: Assist in preparing interior displays

Code: DST - RT21

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe the typical interior display locations: a. checkout/cash register b. entrance/exit c. aisle areas d. counter. 2. describe the different types of interior displays: a. open displays b. closed displays c. built-up displays d. shadow box e. counter/ledge. 3. demonstrate the basic procedures/techniques for setting up display: a. position larger background props and fixtures b. position merchandise on mannequins or forms c. place in related accessories d. locate decorative accessories e. place the show card f. check final positioning of all elements and components g. check regularly on maintenance of display location.

Instructional Methods

- Students participate in a field trip to local stores to view interior displays.
- Students work in teams setting up and evaluating a display in the classroom.
- Teacher provides a demonstration on safety for bending, reaching, and climbing.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,6,7,9	"Merchandise Display"	14	14
NUMBERS			
APPLICATION C 5			
PHYSICAL D 1a,b,d,f,2a,b,3a,b,c,e,			

SUBCLUSTER: RETAILING

Code: DST - RT21 TASK: Assist in preparing interior displays

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
Location Lighting flourescent incandescent Impulse buying Coordinate Objectives Boost Sales Direct traffic Promote Eye catcher Center of aisle Visible open closed top of counter special construction		• Assist student in improving judgement and decision making skills.

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 2

TASK: Assist in preparing window displays

Code: DST - RT22

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe the different types of window displays:
   a. full background
   b. partial background
   c. open background.

2. identify and describe the different types of promotional window displays:
   a. pre-season windows
   b. runner windows
   c. end-of-season windows
   d. special event windows
   e. miscellaneous windows
   f. feature windows.

3. describe the components of windows displays:
   a. props
   b. merchandise units
   c. merchandise accessories
   d. background materials
   e. floor covering
   f. show cards/price ticket.

4. complete a basic procedure for installing window displays:
   a. screen off window
   b. remove all merchandise
   c. remove all props and fixtures
   d. wash and clean interior glass
   e. check bulbs and lighting

Instructional Methods

- Students organize a field trip to visit stores for observation of window displays, and to view displays being assembled by a displayman.
- Students make shoe box window displays, using catalog for figure cut-outs.
- Teacher concentrates his effort with students having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,5,9	"Advertising and Displaying"	14	12
NUMBERS B 4a	"Display World"	14	4
	"Personal Development"	14	13
APPLICATION C 5,8	"Stocking, Marking, and Displaying"	14	13
	"Merchandise Display"	14	14
PHYSICAL D 1a,d,2b,3a, b,c,d,e,f,g	Display and Promotion	13	9
	"Creating a Merchandise Display"	20	15

SUBCLUSTER: RETAILING

Code: DST - RT22 TASK: Assist in preparing window displays

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Students can build a small display in room to simulate a window display. This may feature some projects or products they or other students have made.
Props	Measure window dimensions	
Show card	Measure flow surface	
Background	Measure depth of display area.	• Assist student in improving judgment and decision making skills.
Price tickets		
Fixtures		
Merchandise		
Full background		
Partial background		
Open background		
Pre-season		
End-of-season		

Supportive Instructional Materials:

Have students work with draping clothing.
merchandise
stencils
magazines

SUBCLUSTER: RETAILING

Sheet 2 of 2

TASK: Assist in preparing window displays

Code: DST - RT22 cont.

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: f. place and locate new props and fixtures g. add new merchandise to display h. add accessory merchandise i. place show cards and individual tickets in position j. perform final inspection. 5. pin and drape merchandise: a. pins should be hidden b. should not look stiff c. pins at shoulders d. crease naturally at waist.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Decorate a flowering pot plant

Code: DST - RT23

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the appropriate bow and ribbon for decorating a flowering pot plant. 2. tie an appropriate bow and wire it to a wooden pick. 3. wrap the pot in foil and place the bow pick at the pot edge.	• Students prepare plants for floral sale during holidays. • Teacher provides a basic demonstration on decoration of a flowering pot plant. • Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER: RETAILING

Code: DST - RT23 TASK: Decorate a flowering pot plant

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Bow Ribbon Pot plant Pick Foil Wrap Decorate		• Check with vocational Greenhouse/ Floriculture instructor to determine supportive need.

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

TASK: Identify common cut flowers

Code: DST - RT24

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. visually identify the following common cut flowers:
   a. Hybrid tea rose
   b. Floribunda rose
   c. Standard chrysanthemum
   d. Pompom chrysanthemum
   e. Fugii chrysanthemum
   f. Disbud chrysanthymem
   g. Regular carnation
   h. Miniature carnation
   i. Gladiolus
   j. Snapdragon
   k. Aster
   l. Stock
   m. Orchid
   n. Gardenia
   o. Tulip
   p. Iris
   q. Easter lily
   r. Daffodil.
2. describe typical uses for each of the flowers indicated.
3. identify the predominant color(s) of each flower.
4. describe the keeping quality of each flower.
5. identify the season for each flower.
6. identify the typical method of pricing each type of flower:
   a. by dozen
   b. by the stem or bud
   c. by bunches.

Instructional Methods

- Students review a series of teacher-made slides depicting examples of cut flowers.
- Student will learn to identify and describe the application of cut flowers through the performance of arranging tasks, also.
- Students organize a field trip to a local florist exchange.
- Students review illustrated texts and workbooks.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,5,6 NUMBERS B 2b APPLICATION C 2a,4,8 PHYSICAL D 1a,d,f 2a 3c	Series of slides (teacher-prepared)	11	
	Retail Flower Shop Operation and Management	13	34
	Exotica III	13	35
	The Color Dictionary of Flowers and Plants	13	36

SUBCLUSTER: RETAILING

Code: DST - RT24 TASK: Identify common cut flowers

Basic Information for Cooperative Teaching			Suggestions:
Language of the Task		Quantitative Concepts	• Learn the flowers as they are in season or demand.
Rose	Disbud	Be able to count, measure in inches.	
Chrysanthemum	Predominant		
Carnation			
Gladiola			
Snapdragon			
Aster			
Stock			
Orchid			
Gardenia			
Tulip			
Iris			
Easter lily			
Daffodil			
Miniature			

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

TASK: Identify common flowering pot plants

Code: DST - RT25

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will : 1. visually identify the following common flowering pot plants: a. Poinsettia b. Azalea c. Easter lily d. Chrysanthemum e. Geranium f. Hydrangia g. African violet h. Wax begonia i. Gloxinia j. Cyclamen. 2. describe the typical method of pricing each of these plants. 3. identify the predominant colors of each of these plants. 4. identify the season for each of these plants.

Instructional Methods

- Students organize a field trip to a local greenhouse.
- Students will learn to identify the flowering pot plants through the performance of arranging task also.
- Students review a series of teacher-made slides.
- Students review illustrated workbook exercise.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9	Series of slides (teacher-made)	11	
NUMBERS B 2b	Retail Flower Shop Operation and Management	13	34
APPLICATION C 2a, 4			
PHYSICAL D 1a,d,f 2a 3c			

SUBCLUSTER: RETAILING

Code: DST - RT25 TASK: Identify common flowering pot plants

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Poinsettia Azalea Easter lily Chrysanthemum Geranium Hydrangia African violet Wax begonia Gloxinia Cyclamen Colors - predominent	Multiplication Addition Pricing: if one is 78¢, how much are two by size of container by dozen or half dozen by weight	

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Receive and invoice garments

Code: DST - RT26

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. obtain and record customer invoice information: a. name, b. pick-up date c. stain information d. address e. phone number. 2. properly dispose of original and carbon copies of invoices. 3. demonstrate a proper attitude and appearance during contacts with customers. 4. receive and properly invoice garments for processing: a. check garment pockets. b. check for special trim or buttons c. check desired pick-up date.

Instructional Methods

- Students perform the identified task skills as part of a student-operated clothing service operation.
- Teacher and/or resource person provides demonstration of procedures for receiving and invoicing.
- Teacher encourages small peer group cooperation and interaction.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 8,9 NUMBERS B 3,5,4a,b APPLICATION C 1,3,4,5,6 PHYSICAL D 1a,c,d,f 2b 3a,c,g	Clothing Assistant	13	18

SUBCLUSTER: RETAILING

Code: DST - RT26 TASK: Receive and invoice garments

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Invoice Customer Address Stain Spots Construction of seams Buttons Darts Lace Snaps Hooks and eyes Zippers	Count and record numbers of garments in an order accurately. Check the invoice against the order accurately. Record and recognize dates and times for pick-up.	• Bring clothing labels to class. Learn to recognize essential words and what they mean in relation to clothing service. • Role play "Boss for the day", how to treat customers and how to greet customers. • Note: If students' speech is not good in 'receiving", this may not be an appropriate task as this may cause the customer to be uncomfortable and go elsewhere.

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

TASK: Interpret alteration tags and markings

Code: DST - RT27

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe all general information found on alteration tags: a. alteration areas/dimensions b. promised date c. order number d. type, style, or make of garment. 2. identify the standard alteration marking symbols: a. shortening mark b. lengthening mark c. one side alteration only d. stretch by pressing e. padding by sheets f. shifting mark g. space to be altered h. take in one side only i. let out space between j. shrink by pressing. 3. draw selected standard alteration marking symbols for given alterations as determined by local need.	• Teacher prepares an activity/quiz worksheet on identification of markings. • Students draw marking symbols for specific given alterations. • Teacher matches successful and interested students with those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION C 5,6			
PHYSICAL			

SUBCLUSTER: RETAILING

Code: DST - RT27 TASK: Interpret alteration tags and markings

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Show students what an alteration ticket looks like and explain that each alteration establishment has its own set of samples, and show what standard symbols look like. • Visit an alteration department with students.
Alteration ticket Order number Garment Symbols Additional language of the task regarding tag information and markings may be obtained from local employers.		

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

TASK: Lubricate vehicle chassis and change engine oil and filter

Code: DST - R128

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe and demonstrate the operation of a hoist or floor jack.
2. identify and describe the applications of different types of greases.
3. lubricate the chassis and body components of a vehicle following a prescribed procedure.
4. describe and demonstrate the operation of a lubrication gun.
5. drain and replace engine crankcase oil.
6. remove, select, and replace engine oil filters, following a prescribed procedure.
7. remove, repack, and replace the front wheel bearings of a vehicle, following a prescribed procedure.

Instructional Methods

- Students view procedures as demonstrated by instructor on front end mock-up.
- Teacher demonstrates vehicle lubrication procedures with transparencies:
  1. front wheel bearing
  2. lubrication system
  3. front end steering components
- Teacher matches successful and interested students with those who are having difficulty.
- Advanced student works individually with students on a specialized servicing job.
- Para-professional works individually with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
A 7,9	Teacher-made transparencies	12	
NUMBERS	Front end mock-up	2	
B 4c, 5	"Engine Lubrication System"	12	19
APPLICATION	"Front Wheel Bearings"	12	
C 3,5,6	"Steering System"	12	
PHYSICAL	"Oil Filter Replacement"	12	
D 1a,d 2e 3a,b,c,d,e			

SUBCLUSTER: RETAILING

Code: DST - RT28 TASK: Lubricate vehicle chassis and change engine oil and filter

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Engine oil Filter Chassis Zerk fitting Front end Tie rod end Center link Pitman arm Idle arm Ball joints Chassis lub. Wheel bearings	Determine parts for vehicle using parts reference. Determine weight and type of oil from chart. Determine the amount of oil for an oil change. Use appropriate measuring utensils to measure that amount of liquid.	• Drill deaf student extensively on language of the task. • Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual). • Emphasize the importance of maintaining proper oil level, eliminating oil leaks, replacing the filter, and having all grease fittings properly lubricated.

Supportive Instructional Materials:

Borrow equipment for vocational education department

SUBCLUSTER: RETAILING

Sheet 1 of 1

TASK: Mount, balance, and rotate tires

Code: DST - RT29

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the different sizes and types of lug nuts. 2. demonstrate a degree of skill in operating specific pieces of equipment for mounting, balancing, and rotating tires. 3. identify and describe the tire rotation sequence. 4. remove and replace vehicle wheels, exhibiting a degree of skill. 5. mount and dismount tires, exhibiting a degree of skill. 6. balance tires by the static and dynamic processes, exhibiting a degree of skill.

Instructional Methods

- Teacher or resource person (service station attendant) demonstrates the procedures and techniques for balancing and rotating tires.
- Students view charts and filmstrip/record.
- Students work in small groups or teams rotating and balancing a set of tires.
- Provide many tactile and hearing experiences for the blind student to reinforce task knowledges/skills.
- Give the blind student ample time for accumulating finger knowledge. Instructor must aid student in moving fingers for gathering information.
- Service station attendant visits class and discusses how to read tire wear.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1	"Radial Tires"	5	21
NUMBERS B 2	Delco-Remy Charts on Tires	16	20
	Teacher-made transparencies on balancing	12	
APPLICATION C 5,8	"Wheels and Tires Group X"	12	19
PHYSICAL D 1, 2b, 3	Footprints 4 (Goodyear Tire and Rubber Company)	8	

SUBCLUSTER: RETAILING

Code: DST - RT29 TASK: Mount, balance, and rotate tires

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Static Dynamic Mount Tire Bead Machine Rotate Lug nuts Torque spec. Rim Stem Wheel weights Adapter Wheel weight tool Impact wrench Wear Belted Radial	Discuss static and dynamic balance of tire. Relate meaning of rotation of tires (radial and bias) Review the concept of balance - equal weights.	• Informally encourage voluntary buddy system for assisting deaf or blind students (individualize without calling attention to the individual. • Drill deaf student extensively on language of the task. • Field trip to tire store and watch workmen mount and balance tire. • Stress the importance of tires being properly mounted (no leaks), balanced (no wheel vibration), rotated (extended wear).

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

TASK: Install auto accessories

Code: DST - RT30

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. recognize faulty auto accessories and low fluid levels.
2. determine part numbers, sizes, models of parts to be replaced from part.
3. locate and determine part numbers, sizes, and models by using parts manual.
4. remove and replace defective or faulty accessory parts following prescribed procedures.
5. install, check, and adjust accessory following a prescribed procedure:
   a. windshield wipers
   b. aerials
   c. air cleaners
   d. gas filters.

Instructional Methods

- Teacher demonstrates the installation procedures for each specific accessory.
- Students review and discuss illustrated texts, workbooks, service manuals, and visual materials related to the task.
- Students handle and discuss the parts and components of the auto accessories to become familiar with each name and function.
- Advanced student works individually with students on a specialized servicing job.
- Teacher designs and directs a series of performance tests for individual students on servicing auto accessories.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,5,6,9 NUMBERS B 2a,b, 4e,f,g, 5 APPLICATION C 3,4,5,6,7,8 PHYSICAL D 1, 2a,b 3a,b,c,e,f g	Manufacturer's specification sheets	14	

SUBCLUSTER: RETAILING

Code: DST - RT30 TASK: Install auto accessories

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Windshield wipers Air cleaners Battery terminals Oil filter Windshield solvent Air breather Fan belts Latch adjustment Mirrors Various lights and bulbs Seat belts Fuses	Recognize sizes and types of accessories: Windshield wiper blade Fan belt Light bulb and fuse Oil filters	• Stress employer, attendant, customer relations. • When attendants get tools for auto repair, he also gets fender covers, shop towels, seat covers, for cleanliness. • Remember to keep things clean for customer's satisfaction. • For any task sheet, have former students come back to talk to present students. • Emphasize the importance of neatness. • Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual).

Supportive Instructional Materials:

SUBCLUSTER: RETAILING

TASK: Wash and wax cars

Sheet 1 of 1

Code: DST - RT31

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the appropriate supplies for washing and waxing vehicles.
2. demonstrate a degree of skill in washing vehicles by hand method and by using a high pressure spray unit.
3. identify by name and clean specific areas or body components of a vehicle.
4. operate specific pieces of equipment for assisting in cleaning and/or waxing a vehicle.
5. follow a prescribed manufacturer's procedure in applying and removing waxes and simonizes, exhibiting a degree of skill.

Instructional Methods

- Students view AVIDesk series on Car Wash Helpers.
- Class lab assignment will involve scheduling, washing, and waxing cars daily.
- Students competent in this task provide instruction to school organizations planning car washes.

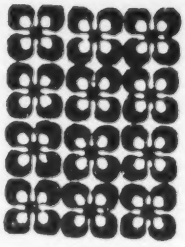
Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,7,9 NUMBERS B 5,6,8 APPLICATION C 4,6,8 PHYSICAL D 1a,b,d,f 2b 3a,c,g	"Car Wash Helpers"	5	1

SUBCLUSTER: RETAILING

Code: DST - RT31 TASK: Wash and wax cars

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Sponsor a class car wash so that students can organize the event, practice the procedures required, and develop a financial system.
Rag Wax Wash Vehicle description Water Soap Chamois Towels Water Hose Pail Sponge	Amounts of material needed: gallons of water ounces of soap ounces of wax Approximate the times/costs which would be reasonable.	

Supportive Instructional Materials:



INSTRUCTIONAL MATERIALS BIBLIOGRAPHY

INSTRUCTIONAL MATERIALS BIBLIOGRAPHY

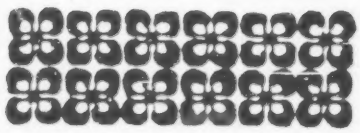
DISTRIBUTION CLUSTER

Bib. Ref. No.	Company Name/Address	Title
1.	Avid Corporation P.O. Box 4263 East Providence, R.I. 02914	"Safety at Work" "Weights and Measures"
2.	Bell Telephone Company local Bell Telephone Office (or) 1922 Cass Detroit, M.I. 48226	Free materials and films Teletrainer Simulator
3.	Benefic Press 10300 W. Roosevelt Rd. Westchester, Ill. 60153	Market Game
4.	Display Publishing Company 407 Gilbert Avenue Cincinnati, Ohio 45202	"Display World" (free)
5.	Fairchild Publications Inc. Books and Visuals Division 7 East 12th Street New York, NY 10003	"Distribution and Distribution Careers"
6.	General Telephone Company Owosso, MI	Free materials and films on the Telephone
7.	Household Finance Corp. local office	"Credit and Money Matters"
8.	Humble Oil and Refining Co. P.O. Box 2180 Houston, Texas 77001	"The Humble Way" (free)
9.	McGraw-Hill Book Company Gregg Division 330 West 42nd Street New York, NY 10036	Display and Promotion Materials Handling Physical Distribution Receiving, Checking, and Marking "Know Your Merchandise" "Getting Merchandise Ready for Sale" "Retail Salesmanship" "Marketing Projects"

10.	Quaker Oats Company Chicago, Ill.	D.E. Booklets
11.	Scholastic Book Service 50 West 44th Street New York, NY 10000	"Consumer Credit Series"
12.	South-Western Publishing Co. 5101 Madison Road Cincinnati, OH. 45227	"Merchandising Mathematics" "Checker/Cashier" "Advertising and Displaying Merchandise"
13.	University of Texas Instructional Materials Services Division of Extension Austin, Texas 78712	"Merchandise Display" "Advertising" "Fiber and Fabrics" "Basic Retail Credit" "Principles of Merchandise Display" "Supermarket Display" "Personal Development" "Receiving, Checking, and Marking" "Stocking, Marking, and Displaying" "Sales Promotion" "Basic Selling"
14.	The National Cash Register Co. NCR Education Center Sugar Camp Dayton, OH 45409	"NCR Safeguarding Money" "NCR Handling Money" "NCR Cashing Checks"
15.	Julie McIntyre Averill Career Opportunities Center 2102 Weiss Saginaw, MI 48605	"Creating a Merchandise Display" "Making Change" "Writing Up a Cash Sale" "Writing Up Layaway Sales" "Writing Up Charge Sales" "Refunding the Customer's Money" "Inking and Running Copies on the Sign Machine" "Creating Typeset Signs" "Sign Machine Operation"
16.	Merchandise Film Production 419 Park Avenue South New York, NY 10016	"Stop Shrinkage"
17.	National Educational Media 15250 Ventura Boulevard Sherman Oaks, CA 91403	"Telephone Manners"

18.	Home Economics Instructional Materials Center Texas Tech University Department of Home Economics Education Lubbock, Texas	Clothing Assistant
19.	DCA Educational Products, Inc. 4865 Stenton Avenue Philadelphia, Pa 19144	"Eye Protection" "Hand Saw Nomenclature" "Engine Lubrication System" "Front Wheel Bearings" "Steering System" "Oil Filter Replacement" "Wheels and Tires Group X" "Listening With Your Senses"
20.	Delco-Remy Corporation Division of GMC Anderson, Indiana	Delco-Remy charts on tires
21.	Chrysler Corporation Department of Public Relations P.O. Box 1919 Detroit, Michigan	"Radial Tires"
22.	Goodheart-Wilcox	Modern Carpentry
23.	American Technical Society 848 East 58th Street Chicago, Illinois 60637	"Lumber Handling and Piling"
24.	Encyclopedia Britannica Educational Corporation 425 N. Michigan Avenue Chicago, Illinois 60601	"Lumber for Houses"
25.	Serina Press 70 Kennedy Square Alexandria, VA 22305	"Carpentry Part I - Measuring, Marking, and Leveling Tools"
26.	Visual Instruction Productions 295 West Fourth Street New York, N.Y. 10014	"How to Use Measuring Tools" "Saw Operations"
27.	Stanley Tools 600 Myrtle Street New Britian, Conn 06050	Stanley tool charts
28.	U.S. Steel Corp.	"Knowing Is Not Enough"
29.	Bausch and Lomb SOPD Division Bausch Street Rochester, New York 14609	"It's Up to You"

30.	National Safety Council	safety posters
31.	University of Michigan A-V Education Center 416 Fourth Street Ann Arbor, Michigan	"Our Senses: What Us" "Safety in the Sho "Fire" "Fire: What Makes "Fires and Wires"
32.	Michigan State University Instructional Media Center East Lansing, Michigan 48823	"How to Have an Ac Work" "How to Have an Ac Home"
33.	Scott Education Division Holyoke, Mass 01040	"Maintaining a Saf
34.	Pennsylvania State University Department of Agricultural Ed. University Park, Pa 16802	Retail Flower Shop and Management
35.	Roehrs Company Book Division Box 125 East Rutherford, N.J. 07073	Exotica III
36.	Crown Publishers Inc. 419 Park Avenue South New York, N.Y. 10016	The Color Dictiona and Plants



APPENDIX

- INSTRUCTIONAL MATERIALS CODE
- TASK-RELATED COMPETENCIES CODE

INSTRUCTIONAL MATERIALS CODE

MEDIA CODE/INDEX

Code	Media	Probable Learning Sensations					
		Vis.	Aud.	Tac.	Kin.	Ole.	Sav.
1	Demonstration with real objects/materials	x	x	x	x	x	x
2	3-D models - Mockups	x	x	x	x	x	x
3	Games - Simulators	x	x	x	x	x	x
4	Sound/Slide Programs	x	x				
5	Filmstrip - Cassette/Record	x	x				
6	TV - Broadcast, Closed Circuit	x	x				
7	Video and/or Audio Recorder	x	x				
8	Film, 16mm - BW/Color, Sound	x	x				
9	Film loop, 8mm	x					
10	Filmstrip	x					
11	Slides	x					
12	Overhead transparencies	x					
13	Books, Magazines, Texts, Booklets	x					
14	Pamphlets, Brochures, Manuals, Workbooks	x					
15	Newspapers, Cartoons	x					
16	2-D Displays, Charts, Graphs, Posters	x					
17	Drawings, Photographs, Schematics, Maps	x					
18	Opaque Projectuals	x					
19	Telephone, Intercom		x				
20	Other, specify						

BIBLIOGRAPHY REFERENCE

. . . complete ordering information for each of the commercially or teacher-produced instructional materials may be obtained by checking this reference number in the Instructional Materials Bibliography located in the back of the Cluster Guide.

TASK-RELATED COMPETENCIES

The task-related competencies are a summation of the specific skills, understandings, and/or attitudes that are necessary to satisfactorily accomplish the instructional tasks found in the ten cluster guides. The following listing is used for interpreting the Task-Related Competency code numbers found on each task sheet. A more detailed description of each of the identified competencies can be found either in the Program Guide or the Project Handbook.

A. SKILLS BASED ON KNOWLEDGE

1. Name one or more items
2. Request supplies and/or equipment
3. Check for accuracy and, if necessary, require correction of self and/or others
4. Discriminate sound cues, recognize normal sound as opposed to abnormal sound
5. Identify color
6. Identify form, size, shape, texture
7. Sequencing - Respond by pre-determined plan
8. Write identifying information of persons, places, and/or objects, serial no., weight, and/or types of products on slips or tags, etc.
9. Obtain information through sight, shape, size, distance, motion, color, and other unique characteristics
10. Discriminate olfactory cues

B. CONCEPT OF NUMBERS BASED ON KNOWLEDGE

1. Ordinal
2. Cardinal
   a. read numbers and/or copy
   b. count and/or record
3. Make change (money)
4. Measure
   a. distance
   b. weights - volume - balance
   c. liquids - solids
   d. time (measurement of)
   e. degrees of circle
   f. temperature, pressure and humidity
   g. torque
   h. electricity
   i. vertical-horizontal
5. Perform simple addition and/or subtraction
6. Perform simple multiplication and/or division

TASK-RELATED COMPETENCIES, continued. . .

C. COMPREHENSION AND PERFORMANCE

1. Forms
   a. write
   b. file, post and/or mail
2. Match
   a. duplicate
   b. sort
3. Check lists and/or fill out report forms
4. Time awareness
5. Follow verbal symbol and/or written direction
6. Recognize words (not numbers) or ability to read and/or write
7. Depth perception
8. Ability to select most appropriate solution
9. Concept of distance

D. SKILLS BASED ON PHYSICAL ABILITIES

1. Fine Coordination
   a. coordinate eyes and hands or fingers accurately
   b. make precise movement
   c. move fingers to manipulate objects
   d. move hands skillfully - placing and turning motion
   e. coordinate hand and foot
   f. feeling - perceiving objects and materials as to size, shape, temperature, moisture content, or texture by means of touch
2. Strength (lifting, carrying, pushing, and/or pulling)
   a. sedentary work, 10# occasionally lifting and/or carrying small items such as tools, etc.
   b. light work, 20#, requires a significant amount of standing or walking
   c. medium work, lifting 50#, frequent lifting and carrying objects weighing 25#
   d. heavy work, frequent lifting and/or carrying up to 50#
   e. very heavy work - lifting objects in excess 100#, lifting and/or carrying objects weighing 50# or more
3. Gross Coordination (climbing and/or balancing)
   a. maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or moving surfaces
   b. ascend and descend ladders, stairs, scaffolding, ramps, poles, ropes, using feet and legs and/or hands and arms
   c. reaching - extending hands and arms in any directions
   d. crawling - moving on knees or hands and feet
   e. kneeling - bend legs at knees to rest on knee or knees
   f. stooping - bend downward and forward by bending legs and spine
   g. bending - downward and forward by bending at the waist